



APTA  
**Combined  
Sections  
Meeting**

# Interrogate Your Positionally and (Un)Conscious Biases: Effective Teaching Is Antiracist Teaching

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# Disclosure



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- No relevant financial relationship exists.

# Learning Objectives

At the end of this workshop, participants will be able to

- Discuss the personal and social identities associated with privilege in the U.S.
- Recognize biases reinforced by the dominant culture that impact class discussions, student-teacher interactions, and learning assessments
- Distinguish between inclusive teaching practices and decolonizing, justice-oriented, anti-racist teaching practices.
- Engage with the literature on anti-racist pedagogies and critically examine the educational environment in order to promote institutional change.

# Workshop Schedule

- Introduction
- Social Identity Worksheet & Reflection Questions
- Privilege, Power and Oppression
- Think-Pair-Share Activity
- Anti-racist Pedagogy
- Legitimate Knowledge and “Who’s Knowledge Counts?”
- Academic Culture and Faculty Reflection
- Anti-Racist Approaches to Teaching
- “Failing Well”
- Common traps and misconceptions
- Harro’s Cycle of Liberation
- Organizing for Institutional Change
- Question & Answer



## bell hooks (1952-1921)

“As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another’s voices, in recognizing one another’s presence. Since the vast majority of students learn through conservative, traditional educational practices and concern themselves only with the presence of the professor, any radical pedagogy must insist that everyone’s presence is acknowledged. That insistence cannot be simply stated. It has to be demonstrated through pedagogical practices. To begin, the professor must genuinely value everyone’s presence. There must be an ongoing recognition that everyone influences the classroom dynamic, that everyone contributes.”

bell hooks. Photograph: The Bell Hooks Institute

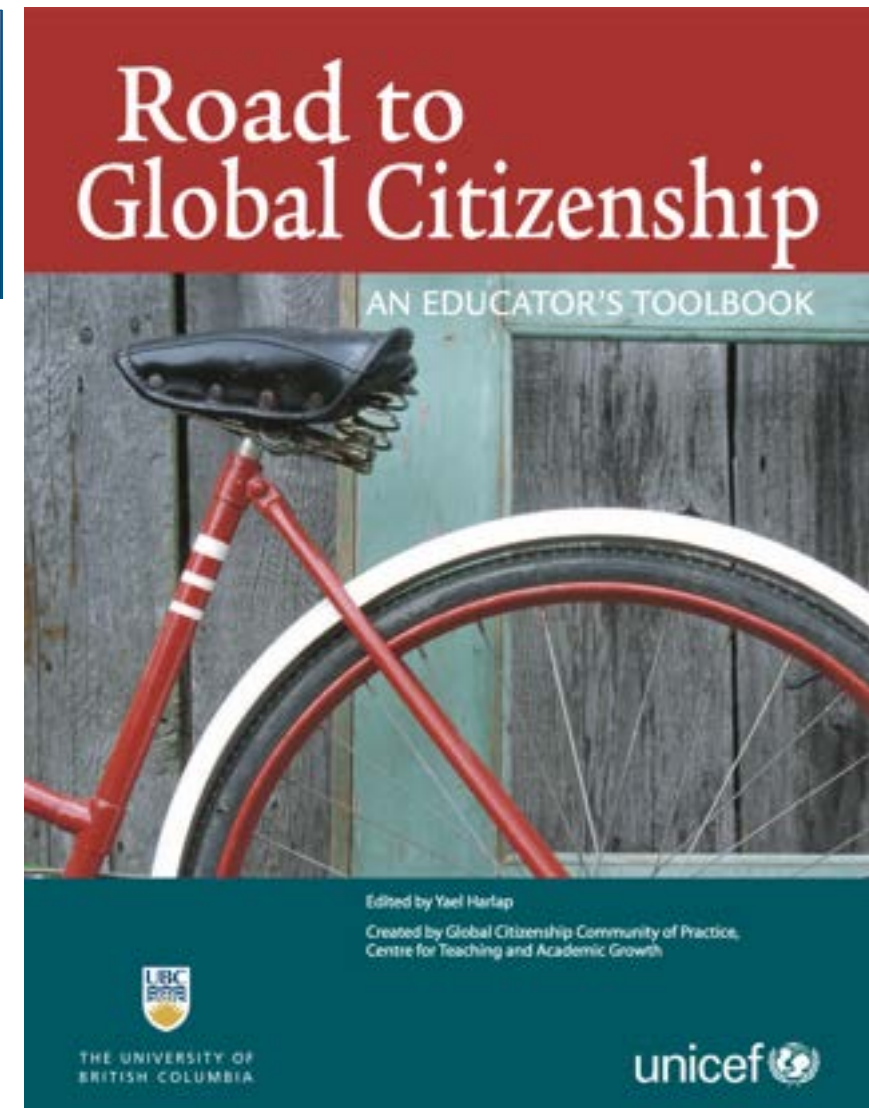
Teaching to Transgress, p. 8



“Your beliefs, values and approaches drive the design of your teaching materials and your behaviour with students inside and out of the classroom or lecture hall.” -Yael Harlap

## Typical questions that people might ask themselves as they consider who they are as teachers:

- What motivates me to learn about the subject I am teaching?
- What are the ideal conditions for my own and others' learning?
- What code of ethics guides me?
- What values do I impart to my students and why?
- How does what I do in my teaching make a difference in the lives of others? Why is it relevant?
- To what extent am I comfortable in a position of relative power and ability to influence others' views and actions?
- What theme(s) pervade(s) my teaching?
- What are my favorite statements to make about teaching? Why are they favorites?
- How have I grown as a teacher over the years? What are my challenges? What are my long term goals?



Harlap (2005) Road to Global Citizenship: An Educator's Toolkit p.9  
<https://ctlit.ubc.ca/files/2011/05/rgctoolbook.pdf>

## Why Antiracist Pedagogy?

“Race-based power structures impact all institutions in American society. Because education is a complex institution within society, education both reflects the racism of society at large, and can unintentionally be used as a powerful tool to further it.”

p.8

[https://www.ncc.edu/aboutncc/ourpeople/administration/affirmative\\_action/pdf/Anti\\_Racist\\_Discussion\\_Pedagogy.pdf](https://www.ncc.edu/aboutncc/ourpeople/administration/affirmative_action/pdf/Anti_Racist_Discussion_Pedagogy.pdf)

# The Anti-Racist Discussion Pedagogy

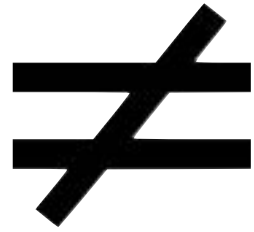
An introductory guide to building an anti-racist pedagogy in any discipline through instructor reflection, clear communication guidelines, and inquiry-based discussion.

By Dr. Selfa Chew, Dr. Akil Houston, and Dr. Alisa Cooper



Presented by Packback

“Antiracist”



“Not racist”

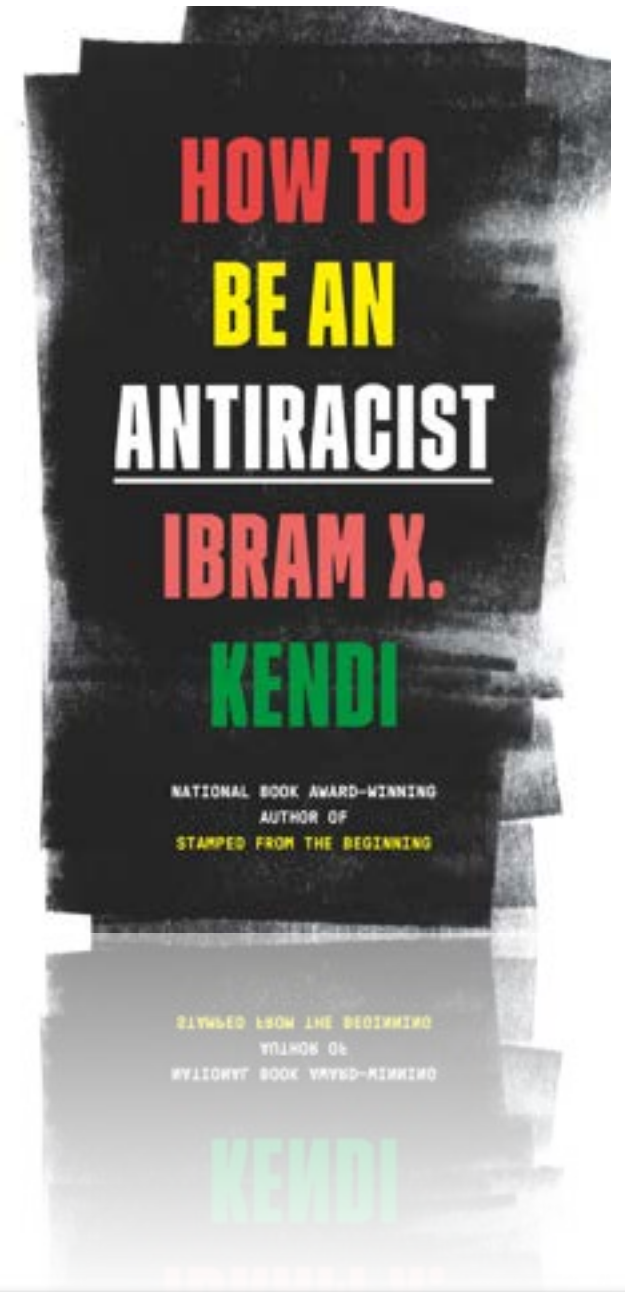
## The antiracist

- Believes in equality among races
- Understands that problems are rooted in:
  - Power
  - Policies
- Confronts inequities

RACIST: One who is supporting a racist policy through their actions or inaction or expressing a racist idea.

ANTIRACIST: One who is supporting an antiracist policy through their actions or expressing an antiracist idea.

Ibram X. Kendi





# Anti-Racist Pedagogy

“Anti-racist pedagogy is not about simply incorporating racial content into courses, curriculum, and discipline. It is also about how one teaches, even in courses where race is not the subject matter. It begins with the faculty’s awareness and self-reflection of their social position and leads to the application of this analysis not just in their teaching, but also in their discipline, research, and departmental, university, and community work.”

- Kyoko Kishimoto

# Preparing to be an Anti-Racist Instructor

1. Am I truly ready to do this work, even when it becomes uncomfortable?
2. Have I learned enough to confidently support this conversation?
3. How has my own experience shaped my perspective and biases?
4. Am I ready to facilitate, rather than dictate?
5. How will I handle potentially challenging scenarios?

# Social Identity Worksheet & Reflection Questions

- Write your identity in Column B corresponding to each identity domain in Column A.
- Write the places where you live and work at the top of Column C
- For each identity domain on Column B, consider if it puts you in a position of privilege or marginalization.
- Write “P” for privilege and “M” for marginalization in Columns C.
- Pair & Share reflections on identity

- “Race is a socially constructed system of classifying humans based on phenotypical characteristics (skin color, hair texture, and bone structure)” (Sensoy & DiAngelo, 2012, pp. 22–23).
- “Ethnicity refers to people bound by a common language, culture, spiritual tradition, and/or ancestry.”(Sensoy & DiAngelo, 2012, p. 23).
- Gender expression is the gender that a person presents to the world. Gender identity is the gender that a person feels inside. Gender expression and gender identity often correspond with biological sex, but this is not the case for all people.

User Guide for Educators – Appendix 2 adopted from “A Map of Myself” by Harlap (2008).  
Licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

# Social Identity - Map of Myself

A. Domains	B. My identity / identities	C. Does this identity give me a position of privilege (P) or marginalization (M) relative to most people in:		
		The place I lived as a child	The place I live now	The place I work now
Race (e.g., white, black, biracial)				
Ethnicity (e.g., Chinese, Welsh, Inuit)				
Biological sex				
Gender identity/expression (e.g., male, female, non-binary)				
Sexual orientation (e.g., lesbian, gay, straight, bisexual)				
Religion				
Socioeconomic class				
Dis/ability				
First language				
Other [                     ]				

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# Reflection Questions

- Considering all your social identities listed in the table, on a daily basis, which ones are you least aware or conscious of?
- How does your position of privilege / marginalization impact how conscious you are of a particular identity?
- How do your identities / experiences affect your experiences in the classroom as a teacher?
- How might they affect your students' experiences of you as a teacher?
- What do your students know about you?
- What do you choose not to share with your students?

“Understanding the intersectionality of identities helps students understand that they have both oppressed and privileged social positions, and therefore, we all have (different) responsibilities and roles in challenging racism.”

-Kishimoto (2018)

# Boundaries between personal and professional selves

“What your students assume about your age, gender, race/ethnicity, class, sexual orientation, religion, and place of origin— and the meaning they assign to these—may or may not be an accurate reflection of who you are... but it will affect the way they experience you as a teacher.” - Yael Harlap

***Consider how you choose to draw boundaries between your personal and professional selves in the classroom.***

Harlap (2005) Road to Global Citizenship: An Educator's Toolkit p.15  
<https://ctlit.ubc.ca/files/2011/05/rgctoolbook.pdf>

# Recognizing Bias

- Consider how your students' identities and experiences might affect their learning and other experiences in your classroom.
- The range, or mix, of identities and experiences in your classroom will also influence the dynamics in the room and how different students experience the course or program.

- How will I know if I am making assumptions or stereotyping?
- What can I do in order to know anything about each student's identity or experience without making assumptions or stereotyping?
- Brainstorm at least three strategies.

## Beware...

“When we talk about seeing certain patterns in certain cultural groups, there's an enormous danger of stereotyping. So we have to be equally careful to avoid thinking something like "This is a student from X culture, of course she's not going to speak up." We've got to be sensitive to cultural difference, but we also have to avoid stereotyping.”

-Christopher Friedrichs, Professor, History

# Assigning autobiographical journaling/essays

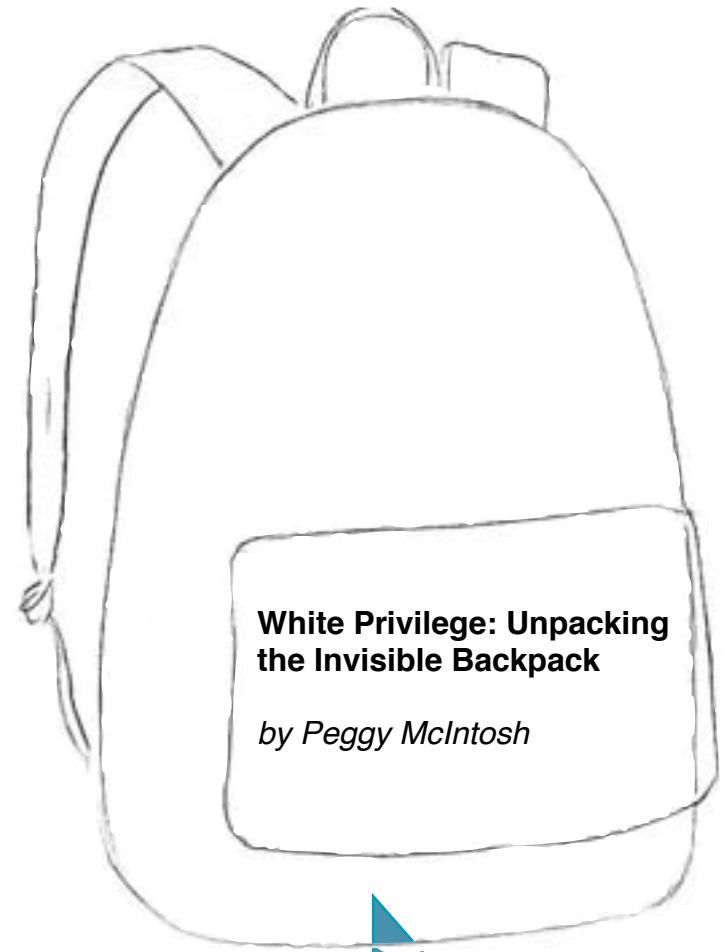
Providing assignments that require students to make connections between course content and their lived experiences is one way to encourage reflexivity.

- What/how did you first learn about race?
- When do you first learn that you were a member of a racial group? What/how did you learn about your racial group?
- When did you first learn that there were racial groups other than your own? What/how did you learn about this/these groups?
- How do you perceive your own race, and how do others perceive your race?
- Select a significant institution in your life (i.e. educational, religious, media/cultural, etc.). What have you learned from this institution about race? How might this have affected the relationships you have and how you identify racially (or not)?
- Scan your relationships with people who have been socialized into a different racial group than yourself. Thinking back to your childhood, what has been the nature of these relationships (i.e. friends, family, teachers, service providers, mentors/coaches, charity recipients, etc.)? Have the types of relationships changed over time? What do you notice about the relationships in your life today?



# Privilege, Power and Oppression

- Privilege
- Power
- Oppression



Marginalization



Privilege

<https://uucsj.org/wp-content/uploads/2014/01/White-Privilege-Unpacking-the-Invisible-Knapsack.pdf>

# Think-Pair-Share Activity

- Where are you on the “Becoming Anti-Racist” continuum?
- What is your goal for this year?
- Write a “S.M.A.R.T” goal that would demonstrate growth.
- Discuss with a peer.



Adapted based on graphic by Andrew M. Ibrahim MD, MSc

# Anti-racist Pedagogy

Anti-Racist Pedagogy is a paradigm located within Critical Theory utilized to explain and counteract the persistence and impact of racism (Blakney, 2005).

- Requires recognition of one's racial identity and the impact of race on opportunity and upward mobility
- Discussion is central to Anti-Racist Pedagogy
- Involves intentionality about communication expectations in the classroom
- Acknowledges power differences associated with socially constructed identities
- Includes culturally responsive instruction
- Addresses the historical constructs that facilitate inequalities
- Transforms by challenging the individual as well as the structural system that perpetuates racism

(Kishimoto, 2018; Blakney, 2011; Kailin, 2002)

What comes to mind when you hear the term  
**“White Supremacy”**?

# White Supremacy in American Culture



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# White Supremacy in American Culture

“Whiteness and white racialized identity refer to the way that white people, their customs, culture, and beliefs operate as the standard by which all other groups of [people] are compared. Whiteness is also at the core of understanding race in America. Whiteness and the normalization of white racial identity throughout America's history have created a culture where nonwhite persons are seen as inferior or abnormal.”

<https://nmaahc.si.edu/learn/talking-about-race/topics/whiteness>



# White Supremacy Culture

“Organizations which unconsciously use these characteristics as their norms and standards make it difficult, if not impossible, to open the door to other cultural norms and standards. As a result, many of our organizations, while saying we want to be multicultural, really only allow other people and cultures to come in if they adapt or conform to already existing cultural norms.”

- Perfectionism
- Sense of Urgency
- Defensiveness
- Quantity over Quality
- Worship of the Written Word
- Only one right way
- Paternalism
- Either/Or Thinking
- Power Hoarding
- Fear of Open Conflict
- Individualism
- Progress is Bigger, More
- Objectivity
- Right to Comfort

# White Supremacy Culture

Being a Black educator does not make me immune.  
I can still perpetuate the tenets of WSC

As a leader, it is easy to:

- hoard power
- claim objectivity in decision making
- believe that there is only one way to fix education.

# Promoting an anti-bias, anti-racist, and inclusive curriculum

**Key Principle:** **Race is a social construct.**

Racial categories (i.e., “black” or “white”) reflect social conventions rather than meaningful biological distinctions. It is important to understand and convey race as a social construct to avoid perpetuating the false notion that differences in health outcomes along racial lines are due to biological differences between races.

- Be mindful of language, attitudes, and behaviors.
- Be inclusive in representations of healthy/“normal.”
- Be inclusive in representations of pathology.
- Avoid stereotypes in representations of pathology.
- Explore structural reasons for differences in health outcomes.
- Acknowledge limitations of research.

<https://www.vagelos.columbia.edu/education/academic-programs/md-program/curriculum/guidelines-promoting-anti-bias-and-inclusive-curriculum>

# Classroom Scenario - Case Study

Students in your course are discussing pain management and techniques to minimize pain (including medication). As the class time is concluding, Keisha, a black woman student raises her hand and says, “I know we’ve just learned about diagnosing pain and how to minimize pain in patients, but what about the fact that there’s documented bias in the assessment and treatment of pain among people of color? Aren’t you going to help educate the white students in the room about that?” Surprised, you respond, “well, that’s a discussion for another time, and we have to wrap up for the day.” Keisha presses and says, “I’ve been learning about this in another class, and I really think this is an issue that we need to discuss, Professor” and Connor, a white male student, interrupts her and says, “I think the issue we really need to discuss is what to do when someone comes into the clinic and is faking pain to get drugs. That’s the real issue.” You respond by saying, “I hear what you’re both saying. I’ll have to check the literature and we can discuss those topics next time.” Keisha looks frustrated as the students collect their things to leave.

[Case study inspired by: “Racial bias in pain assessment and treatment recommendation, and false beliefs about biological differences between blacks and whites,” Hoffman et al., 2016. Proc Natl Acad Sci USA, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4843483/>]



# Case Study Discussion

- Describe the learning disruption in this scenario?
- What changes could/would you implement to help solve this problem?
- Discuss in groups of 2-3

# Academic Culture and Faculty Reflection

“While academic culture promotes specialization and elitism, and does not encourage humility of the faculty, anti-racist teaching highlights learning as a life-long process.”

“Even though faculty may have terminal degrees, because of our relative positions of power, we need to be aware and self-reflexive of our social locations.”

“Acknowledging that both faculty and students are on the journey of learning leads to sharing power and building a sense of community in the classroom.”

- Kyoko Kishimoto

# Legitimate Knowledge and “Who’s Knowledge Counts?”

- How was the discipline developed?
- Who was involved in the creation and perpetuation of the discipline?
- Who was excluded from the discipline?
- Which and whose stories and experiences have been ignored and why?
  
- Do you know the social identities of the researchers/authors of the texts that you use in your teaching? Does it matter?
- What are the identities of the populations used in the evidence base? Does it matter?
  
- How can we be more intentional about including “knowledge” from marginalized and underrepresented voices/communities?

# Do you include “race” in your clinical case studies?

- Lack of explicit racial diversity in cases may reinforce the “white” patient as the default.
- Race and ethnicity are social constructs with limited utility in explaining clinical outcomes.
- Health disparities and Social Determinants of Health should emphasize racism, structural racism, and racial inequity in the discussion and not be limited to “race.”
- Common “place-based” arguments should be augmented by discussions of historical injustices.
  - Redlining & Blockbusting
  - Jim Crow Laws
  - Housing discrimination
  - Environmental Injustice

<https://www.epi.org/publication/the-color-of-law-a-forgotten-history-of-how-our-government-segregated-america/>

# What terms do you use when describing race?

- Specific racial and ethnic terms are preferred over collective terms
- Racial and ethnic terms should not be used in noun form (eg, avoid Asians, Blacks, Hispanics, or Whites)
- The adjectival form is preferred (eg, Asian women, Black patients, Hispanic children, or White participants)
- Person-first: “the patients self-identified as Asian, Black, Hispanic, or White”
- “African American” and “Black” are not always interchangeable. For example, individuals residing in the US from the Caribbean may identify as Black, but not as African American.
- The term Asian is a broad category. Reporting of individuals’ self-identified countries of origin is preferred when known.
- American Indian or Alaska Native is generally preferred to the broader term Native American. However, the term Indigenous is also acceptable.

# Language Matters

- The general term minorities should not be used when describing groups or populations because it is overly vague and implies a hierarchy among groups.
- Other terms such as underserved populations (eg, when referring to health disparities among groups) or underrepresented populations (eg, when referring to a disproportionately low number of individuals in a workforce or educational program) may be used provided the categories of individuals included are defined at first mention.
- "Groups that have been historically marginalized" could be suitable in certain contexts if the rationale for this designation is provided and the categories of those included are defined or described at first mention.
- Avoid the term "Third World" countries, which is outdated and assumes a hierarchy. Instead, name specific countries.



# Resources for representations of Race

- Review Article: Misrepresenting Race — The Role of Medical Schools in Propagating Physician Bias:  
<https://www.nejm.org/doi/full/10.1056/NEJMms2025768>
- Brown Skin Matters: [www.Brownskinmatters.com](http://www.Brownskinmatters.com)
- Racial Justice in Education Resource Guide: <https://neaedjustice.org/wp-content/uploads/2018/11/Racial-Justice-in-Education.pdf>
- Updated Guidance on the Reporting of Race and Ethnicity in Medical and Science Journals:  
<https://jamanetwork.com/journals/jama/fullarticle/2783090>
- Ten Lessons for Talking About Race, Racism, and Racial Justice:  
<https://www.opportunityagenda.org/explore/resources-publications/lessons-talking-about-race-racism-and-racial-justice>

# Inclusive teaching

- Establish and support a class climate that fosters belonging for all students.
- Build student-instructor and student-student rapport.
- Treat each student as an individual.
- Avoid making assumptions about students' abilities based on stereotypes.
- Address challenging classroom moments head-on.
- Convey the same level of confidence in the abilities of all your students.
- Ask for feedback.

How do we ensure safety in the classroom?

# Safety in the Classroom Reconsidered

## Dominant Social Position

- I don't want to be attacked for the things that I say.
- I want a place where I can say things and not be judged.
- I want to be able to make mistakes without being labeled racist (sexist, homophobic).
- I come from a really racist (homophobic, sexist) family—if I share more of my personal story I worry about what people will think of me.
- I'm worried that I'm going to say the wrong thing.
- I'm concerned that I will be misunderstood.
- I worry that when I think out loud, I'll say something that I wish I could take back, but it will be too late.
- I worry that when I start talking, I'm going to be shut down. From my experience, I am often silenced as soon as I start sharing my views.
- I worry that I will just clam up and not say anything at all because I will be too anxious.
- I fear offending or hurting someone.
- I worry about being ignorant about something or using politically incorrect language.
- I worry about what I might discover about myself, even though I know it is important for my growth.
- I worry that the discussion will stay too polite and superficial.
- I worry about things being said here being taken outside the classroom.

Garran & Rassmussen (2014) Safety in the Classroom: Reconsidered  
Journal of Teaching in Social Work, 34:401–412, 2014

# Safety in the Classroom Reconsidered

## Non-Dominant Social Position (from underrepresented and marginalized groups)

- As a (——), I don't want to be put on the spot to represent my group.
- It should be okay for me to get upset—in other words, don't tell me I can't get emotional about this stuff.
- I don't want to be told I'm too sensitive during discussions, especially if I have a negative reaction to something that is being said. I'm okay with people making mistakes here because it is better than making them in the field.
- Don't assume that I know everything about racism (or other “isms”) because I am a person of color.
- I don't believe that this class can ever be a safe place for me.
- I don't want to be stereotyped or misunderstood.
- I don't want an aspect of my identity (e.g., sexual orientation/color/ ethnicity) to be the only thing that people see and define me by.
- I have been in other classrooms where the instructor has not dealt with things that have come up and just left some students hanging, so I'm not going to say anything.
- I don't want to have to be the one to teach people about (non-dominant identity).

# Anti-Racist Approaches to Teaching

"Antiracist pedagogy is about **how** one teaches."

"Anti-racist pedagogy focuses on the **process of learning**, not necessarily making students reach a uniform and prescribed outcome."

- Kyoko Kishimoto

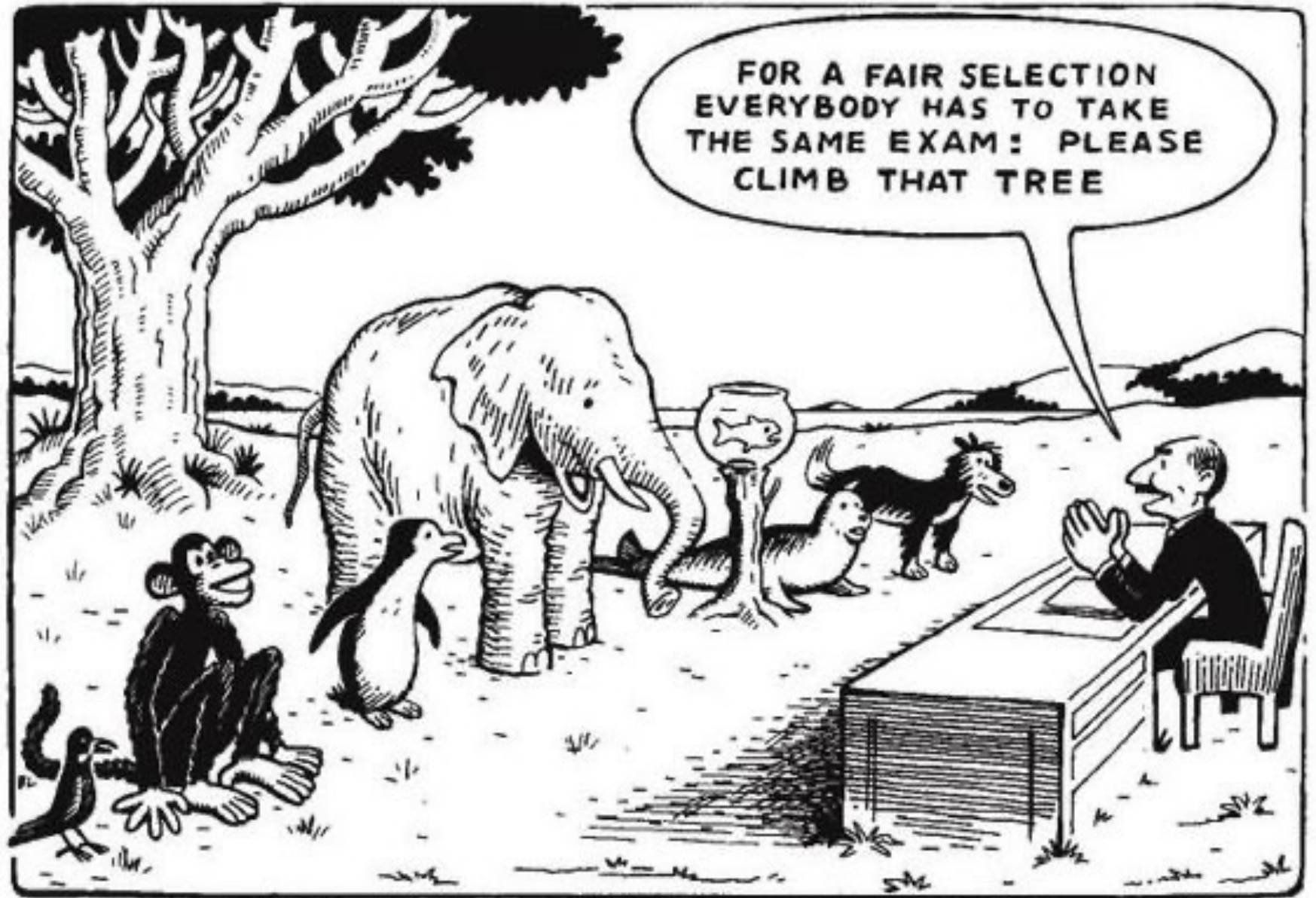
1. Challenge assumptions and foster students' critical analytical skills
2. Develop students' awareness of their social positions
3. Decenter authority in the classroom and have students take responsibility for their learning process
4. Empower students and apply theory to practice
5. Create a sense of community in the classroom through collaborative learning

Can we challenge the notion that there is “only one right way” of assessing students?

Food for thought: [https://equitablemath.org/wp-content/uploads/sites/2/2020/11/1\\_STRIDE1.pdf](https://equitablemath.org/wp-content/uploads/sites/2/2020/11/1_STRIDE1.pdf)



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# Anti-Racist Approaches to Teaching

“Attempts to discuss race often culminate in quickly aborted failed attempts, rapid escalation, and/ or polarization. Our failure to engage in progressive conversations about race makes it difficult to address or transform antiracist practices in a thoughtful and productive manner.” - Ken Hardy

- **Privilege And Subjugated Task (PAST) Model**
  - Each of us has a racial identity
  - Identity is either associated with value and therefore **privileged**, or devalued and subsequently assigned to positions of inferiority and **subjugation**
- Racial conversations can be constructive and progressive if participants adhere to their tasks

# Tasks of the Privileged

1. Differentiate between intentions and consequences and always start with an acknowledgment of the latter
2. Avoid the overt and covert negation of subjugated conversations and disclosures
3. Avoid reactive reflexes: Acts of relational retrenchment, rebuttal, and retribution
4. Avoid the issuance of prescriptions
5. Avoid speaking from the KNOE (Knowledgeable, Neutral, Objective, Expert) position

# Tasks of the Subjugated

1. Challenge silencing and voicelessness
2. Regulate and rechannel rage
3. Engage in a process of exhaling
4. Cease and desist caretaking of the privileged
5. Maintain investment in the conversation

# Breakout Discussion: “Failing Well”

- What do we risk if we avoid pushing out of our comfort zones because of fear of failure?

“ The ‘safe space’ is ... misunderstood to mean a ‘comfortable space,’ which enables avoiding discussions of white privilege or complicity with oppression. In order for students and faculty to challenge their assumptions, acknowledge their complicity with oppression, and deal with their fears and vulnerabilities, they must be pushed out of their comfort zones.” - Kishimoto

- How do we “**fail well**” ?
- What does that look like?
- Do you have a specific example or moment in mind?

# Growth as an Anti-Racist

- Sit with discomfort
- Don't let mistakes deter from being better
- Learn how to **Fail Well**
- Humbly solicit feedback that can guide improvements



Adapted based on graphic by Andrew M. Ibrahim MD, MSc



# Failing Well - Invite Feedback

This slide is used by the Columbia Vagelos College of Physicians & Surgeons Faculty

## Statement of Partnership and Humility:

- In the service of increasing equity at VP&S, I have considered the VP&S Guidelines for Promoting a Bias-Free Curriculum in creating this lecture
- I invite your feedback in promoting equity within this learning space.
- For suggestions,
  - a. please email \_\_\_\_\_, or
  - b. enter feedback on the Bias-Free Curriculum Feedback Portal:  
[https://cumc.co1.qualtrics.com/jfe7/form/SV\\_38Zh0vdTRzM3ZJz](https://cumc.co1.qualtrics.com/jfe7/form/SV_38Zh0vdTRzM3ZJz)

<https://www.vagelos.columbia.edu/education/academic-programs/md-program/curriculum/guidelines-promoting-anti-bias-and-inclusive-curriculum>

# Failing Well - Managing Difficult Classroom Encounters

## The Classroom Critical Incident Questionnaire (CIQ)

- At what moment were you most engaged as a learner?
- At what moment were you most distanced as a learner?
- What action that anyone in the room took did you find most affirming or helpful?
- What action that anyone in the room took did you find most puzzling or confusing?
- What surprised you most?

S.D. Brookfield *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass, 1995.  
Adapted by Columbia Center for Teaching & Learning

# Failing Well - Managing Difficult Classroom Encounters

## The Five Minute Rule

The five minute rule is a way of taking an invisible or marginalized perspective and entertaining it respectfully for a short period of time.

- **Rule:** Anyone who feels that a particular point of view is not being taken seriously has a right to point this out and call for this exercise to be used.
- **Discussion:** The group then agrees to take five minutes to consider the merits of this perspective, refrain from criticizing it, and make every effort to believe it. Only those who can speak in support of it are allowed to speak, using the questions below as prompts. All critics must remain silent.

Questions and prompts :

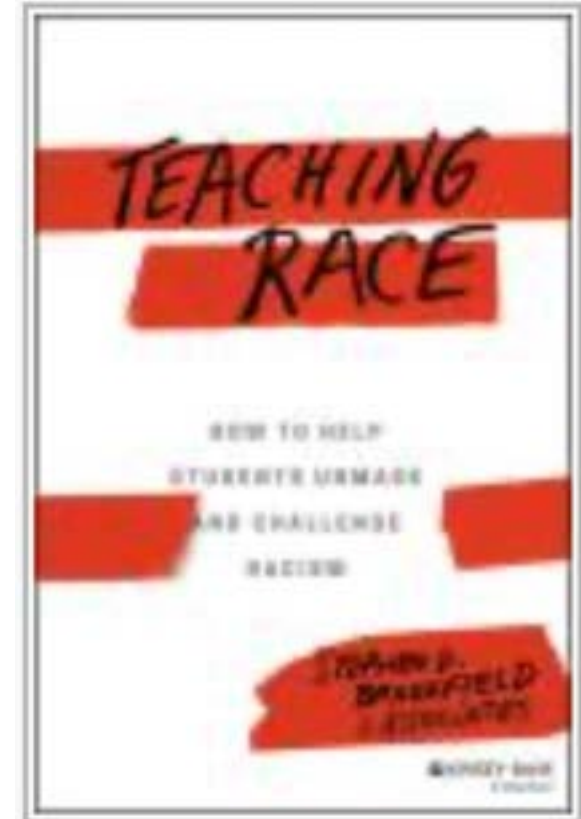
- What's interesting or helpful about this view?
- What are some intriguing features that others might not have noticed?
- What would be different if you believed this view, if you accepted it as true?
- In what sense and under what conditions might this idea be true?

Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms (2nd edition) by Stephen D. Brookfield and Stephen Preskill. San Francisco: Jossey-Bass, 2005.)  
Adapted by Columbia Center for Teaching & Learning

# Common traps and misconceptions

## 8 “Traps”

- I can control what happens
- I need to stay calm.
- I must fix racism and transform my students.
- I’ve finally escaped racism.
- I understand your pain.
- Please confess your racism.
- I mustn’t dominate, so I’ll stay silent.
- I’m your ally.



Ch. 15 “Avoiding Traps and Misconceptions in Teaching Race” from Stephen D. Brookfield’s (2018) edited collection [Teaching Race: How to Help Students Unmask and Challenge Racism](#)

# Microaggressions in the learning environment

## “Take 5”

1. Recognize & acknowledge that a microaggression has occurred
2. Center the person who has experienced the microaggression
  - Acknowledge the impact
3. Consider the context of the relationship and situation
  - Be an ally to the person against whom the microaggression was committed
4. Respond to the person who committed the microaggression
  - Use “I” statements
5. Follow up with anyone else who witnessed the microaggression if possible.



# Microaggressions in the learning environment

## Professionalism Pivot - Take 5

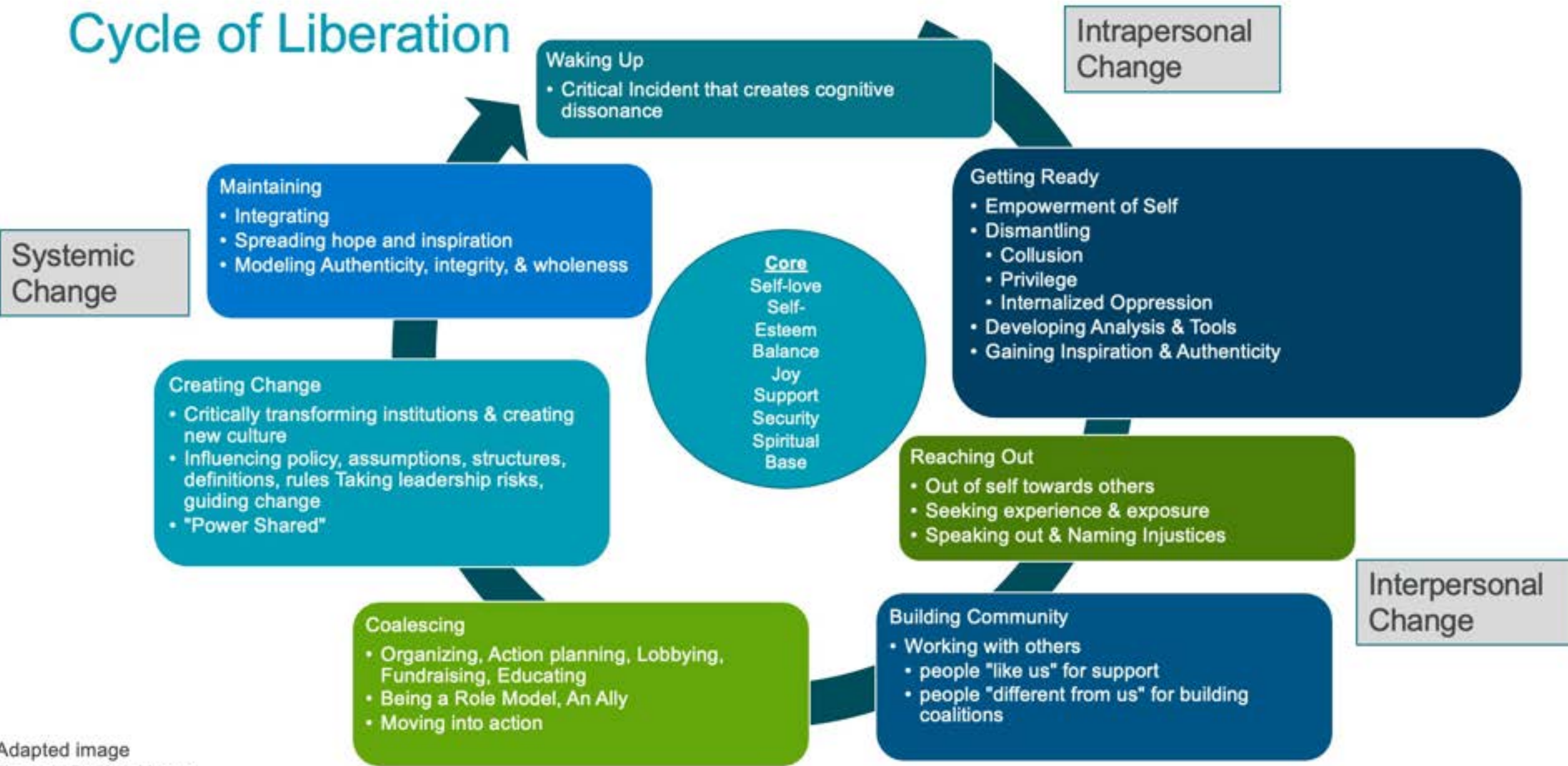
1. Respond in the moment
  - Often intentions to approach later in private never comes
  - Immediately communicate professional expectations
  - Avoid risk of remaining Silent
    - Tacit endorsement
    - Perpetuating damaging stereotype
2. Recognize underlying emotions
  - Stress, fatigue, time crunch
3. Relate to the lapses
4. Reestablish the professional norm
  - Use “we” or “us” statements
5. Redirect the conversation

[https://mssvideoupload.mayo.edu/media/Professionalism+Pivot+%7C+Take+5/1\\_dxjhr45d](https://mssvideoupload.mayo.edu/media/Professionalism+Pivot+%7C+Take+5/1_dxjhr45d)





# Cycle of Liberation

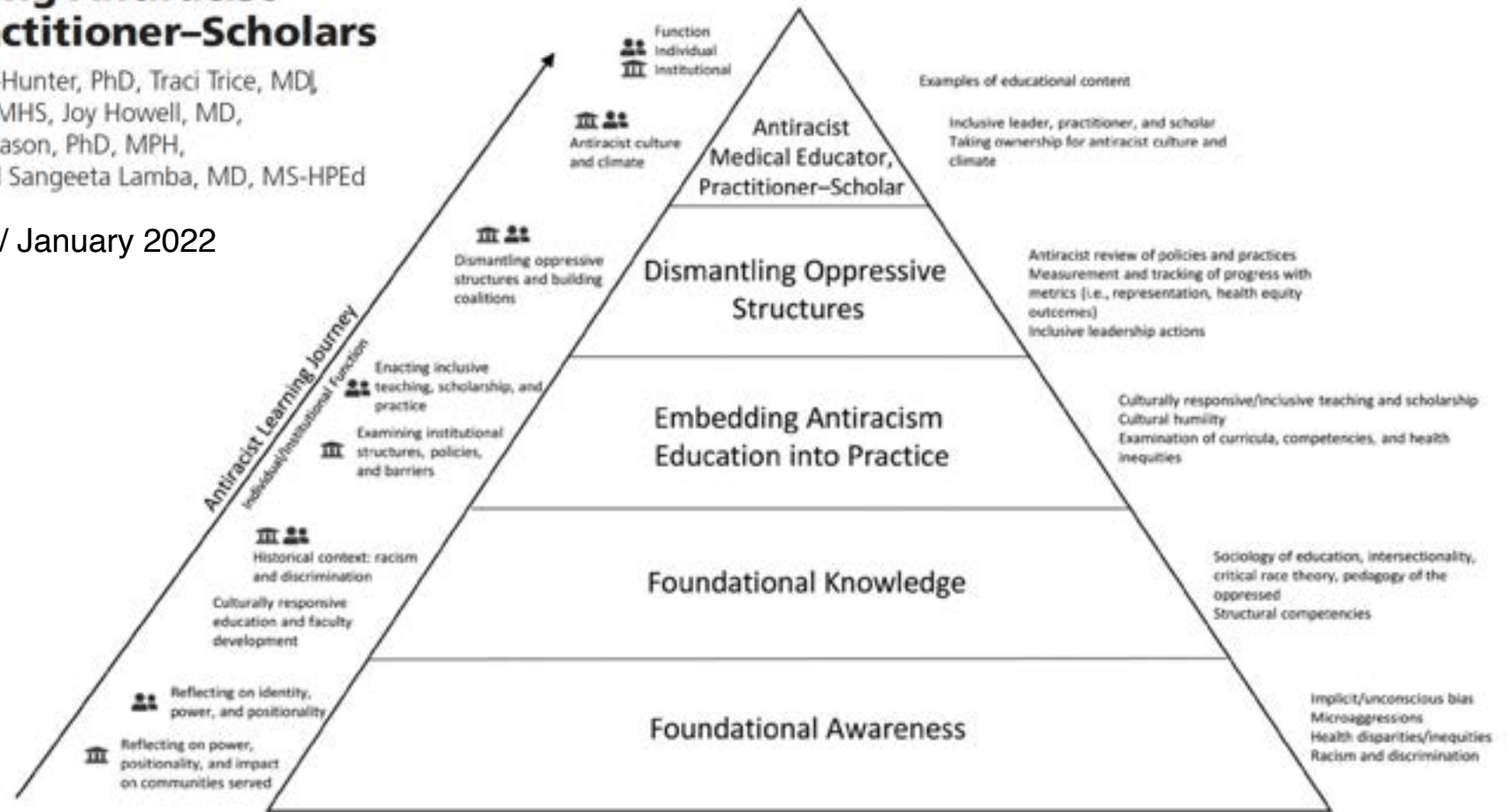


Adapted image  
Source: Bobbie Harro

# A Framework for Developing Antiracist Medical Educators and Practitioner-Scholars

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**Figure 1** Conceptual framework for antiracism education for faculty development. The key elements of this framework include: (1) foundational awareness: an awareness of one's own privilege and biases and how microaggressions and implicit bias impact decisions and practice; (2) foundational knowledge: an understanding of antiracism concepts and theories that spur deeper listening, reflection, and action; (3) embedding antiracism education into practice: practices that translate foundational awareness and knowledge into action in all academic health center mission areas: education, clinical care, community service, and research; and (4) dismantling oppressive structures: actions at all levels that dismantle systems of oppression within the academy (with both individual and institutional impact). The goal is to foster antiracist medical educators and practitioner-scholars who use ongoing unlearning and learning to become champions practicing inclusive antiracist behaviors with the ultimate goal of developing antiracist practitioners and becoming an antiracist organization.

# Organizing for Institutional Change

- Community-wide education on racial inequity
- Diversity initiatives - Why do so many fail?
- Re-evaluating practices, policies, cultural norms with an “equity lens”
- Systems thinking vs. Deficit thinking
- The Iceberg Model- Systems Thinking Tool
- Levers of Organizational Change
- Power sharing
- Communities of Practice

Among educators there has to be an acknowledgment that any effort to transform institutions so that they reflect a multicultural standpoint must take into consideration the fears teachers have when asked to shift their paradigms.  
-bell hooks

Ash, A. Hill, R., Risdon, S.N., & Jun, A. (2020). [Anti-racism in higher education: A model for change](#). *Race and Pedagogy Journal*, 4(3), 1-35.

# Action Items for After CSM

## *Getting started*

- What is on your “To Do” list?
- How will you get started transforming your teaching?
- Try starting with one class or learning activity.





# Examining Teaching & Learning Activities Through an Inclusive, Anti-Racist Lens

## Reflection Activity

Using the checklist below, rate your course activity: course, lecture, case, assignment, assessment, etc. that you plan to revise with an inclusive, anti-racist lens.

Rate each strategy in the following way:

- Strikethrough any strategy not appropriate for your course or course activity
- ✓ I already do this in my class
- ≈ I sort of do this, but I could make it more explicit or visible
- \* I'd like to try this

Discuss one ✓ with a colleague.

Discuss how you might strengthen a ≈ or \* with a colleague.

On your own, revise your course activity based on the assessments you made.

Examining Teaching  
& Learning Activities  
Through an Inclusive,  
Anti-Racist Lens



# 1. Establish and support a class climate that fosters belonging for all students.

Rating	Strategy
	Reduce anonymity in the classroom by learning names given by students, and getting to know them through in-class surveys and activities, office hour visits, online chats, etc.
	Share your interests, passions, and personal learning process with students, showing how you apply course materials and skills in your work and life.
	Describe your own fears and struggles in learning new material to break down barriers and demystify the learning process
	Provide opportunities for students to get to know and interact with each other. Use icebreaker activities at the start of the semester, and encourage students to work in pairs or small groups.
	Encourage dialogue about learning experiences. Facilitate a discussion of best and worst class experiences to establish a climate for learning, recording and sharing answers so all students see the diverse responses, experiences, and perspectives.
	Use narrative reflection to incorporate experiential knowledge. Design activities that allow students to draw on their diverse backgrounds and approaches to a course concept, object, or goal.
	When inviting student participation, do not make assumptions about students' membership in various demographic groups. Allow students to self-identify as they wish, when they feel comfortable doing so.
	When interacting with students, be mindful of existing stereotypes and take care not to perpetuate them.
	Take responsibility for addressing challenging classroom moments, such as microaggressions, offensive and alienating comments, behaviors, and attitudes.
	When difficult moments occur, prompt students to keep discussions focused on issues or comments, not individuals.
	Ask for feedback. Set up informal and formal anonymous processes to receive feedback on climate.



## 2. Set explicit expectations.

Rating	Strategy
	Articulate assessment criteria. Clearly articulate assessment criteria and provide timely feedback to enable students to prioritize their efforts and support their ability to meet objectives.
	Provide timely feedback. Provide clear, actionable, and timely feedback to help students gauge their progress in the course relative to the stated goals.
	Clearly communicate goals, objectives, and expectations at the outset and then provide explicit feedback to students about their performance.
	Establish community agreements and discussion guidelines. Establish collective agreements about what constitutes a supportive and inclusive teaching environment to give students a sense of responsibility for the classroom climate.
	Provide examples of exemplary work. Provide students with examples to both communicate expectations and facilitate their understanding.
	Model expected behavior. Be aware that you are modeling expected behavior, intentionally or unintentionally.

### 3. Select course content that recognizes diversity and acknowledges barriers to inclusion

Rating	Strategy
	When selecting course content (readings, textbooks, and any other course materials), consider whether certain perspectives are systematically underrepresented or absent
	When selecting course content—especially in courses where content is understood to be more traditionally neutral—work to include materials written, created, or researched by authors of diverse backgrounds.
	If applicable, discuss contributions made to the field by historically underrepresented groups and explain why these efforts are significant.
	Use multiple and diverse examples that do not marginalize students. When presenting content in class discussions or lecture, plan to use examples that speak across gender, work across cultures, and are relatable to people from various socioeconomic statuses, ages, and religions.
	Do not assume that all students will recognize the cultural, literary, or historical references you use. Make sure not to reward students for their similarity to you at the expense of others

## 4. Design all course elements for accessibility.

Rating	Strategy
	Provide multiple means of representation. Ask the question “How might this information present barriers to learners?” to help improve accessibility in the broadest possible context.
	Ease barriers for learners by providing supporting materials (e.g., glossaries, illustrations), background information, and multiple types of examples to facilitate knowledge transfer.
	Provide information in multiple modalities (e.g., including transcripts for multimedia materials) and in a format that learners can adjust (e.g., by increasing text size or altering brightness).
	Provide multiple means of action and expression. Consider all of the possibilities for participation and assessment in a course. Clearly articulating what it means for a student to master the course content might allow you to provide a range of ways for students to demonstrate their knowledge.
	Provide scaffolding. Help students build executive functioning skills (for example, setting long-term goals, planning strategies to meet those goals, monitoring progress toward goals, and modifying strategies in response to feedback).
	Provide frequent opportunities for informal assessment and feedback on progress, and build into this process places where learners should stop and reflect before acting.
	Provide multiple options for engagement that encourage learner autonomy.
	Invite students to co-design elements of classroom activities or assignments.

## 5. Reflect on one's beliefs about teaching to maximize self-awareness and commitment to inclusion.

Rating	Strategy
	Consider your positionality, or the way your social location or position is assigned and negotiated as the result of combining various social factors or identities (e.g., race, sex, class, gender, ability, sexual orientation).
	Take honest inventory of the ways you might unconsciously or consciously be affected by or perpetuate bias.
	Cultivate reflective distance by asking yourself, in the moment or preemptively: what student behaviors trigger strong emotions in me, cause me to lose equilibrium, or otherwise distract my attention?
	Be attentive to the way you are defining and using space in the classroom. Considering how you position yourself and your students in a room can help identify signals sent to students about authority and equitable engagement.
	Reflect on the activities you choose for class. Do you tend to repeat the same format every week, or do you vary your class activities?

# Anti-racism is...

“the “**active process** of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.”

– from the National Action Committee on the Status of Women International Perspectives: Women and Global Solidarity

Becoming an anti-racist is always a work in progress, seldom yields perfection, and differs depending on who you are.

Wheaton College Center for Collaborative Teaching and Learning (2020). [Becoming an anti-racist educator](https://wheatoncollege.edu/academics/special-projects-initiatives/center-for-collaborative-teaching-and-learning/anti-racist-educator/).  
<https://wheatoncollege.edu/academics/special-projects-initiatives/center-for-collaborative-teaching-and-learning/anti-racist-educator/>

# Question & Answers

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