

HB Faculty Retreat

Developed by the Health Behavior Equity Task Force
(alphabetical by first name)

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Retreat Goals

Learn strategies for fostering anti-racism in the classroom.

Reflect on how instructor positionality can impact teaching.

Apply an anti-racist framework to assessments and assignments.

Share best practices for responding to microaggressions in and outside of the classroom.

Share tools for engaged teaching in online environments

Agenda

DECEMBER 7

9:00-9:15 Retreat agenda and goals

9:15-9:45 Classroom norms/commitments

9:45-10:15 Anti-racist courses/classrooms

10:15-11:00 Instructor positionality (BREAK incorporated)

11:00-12:00 Critical Race Theory with Dr. Dana Rice (PHLP)

DECEMBER 11

9:00-9:30 Homework share out

9:30-10:15 Equity in assignments

10:15-11:15 Microaggressions in the classroom (BREAK incorporated)

11:15-12:00 TBD, Wrap up

Acknowledgements



Deanie Anyangwe, MCRP
(MPH1 last year; MPH2 next
year)



Snigdha Peddireddy, MPH2



Classroom Norms or Community Commitments

- A list of ways to interact and engage in class that everyone feels they can commit to, while honoring themselves
- Like ground rules, but collaboratively built
- Process involves sharing ideas, proposing commitments, asking clarifying questions, and then adding, modifying, deleting, editing



Silvia Cristina Bettez

Bettez SC. (2020). Creating community commitments in the higher education classroom. About Campus. March/April: 14-18. <https://doi.org/10.1177/1086482220906151>

First day of class - “reverse engineering”

- Sets the tone for the rest of the semester
- We often state *expectations*, but rarely state our *goals*
 - What does a student who takes this class walk away with 5 years later?
 - How will this class be the next stepping stone on a student’s career path?
 - Here’s my hope for how students will use knowledge and skills to advance the field.
- Invite students to share their expectations and goals as well
- As you introduce course structure and format, be intentional about linking it back to your goals - especially assignments!

First day of class: centering equity

- Allowing dedicated space and time for what equity and inclusion look like in the context of your course
- Engage students in this constructed definition by linking it to your course content
- Discussion prompts can help advance abstract definitions to an operational one
 - When my understanding of a course topic conflicts with yours, when and how would we like to address that?
 - If I notice a student has said something hurtful, when should I allow students to respond and when should I step in as the instructor?

First day of class: centering equity (example)

- What comes to mind when you think of equity in LGBTQ health?

“Better representation of individuals with more marginalized identities in research”



Content

- Revisit course materials
- Diversify guest speakers



Implementation

- Why does this representation matter?
- How can we achieve this without tokenizing people?
- What does acknowledging a researcher’s positionality look like for discussion?

Thoughts about how this discussion could look like in one of your courses? (Poll Everywhere: <http://pollev.com/----->)

Returning to norms throughout the semester

- These norms are only useful if they live throughout the semester
- Encourage everyone to regularly refer to established agreement as needed
- Spend time once or twice a semester to summarize and revisit
 - Do these still work for us?
 - How have they been executed well, and how could we do a better job?

Anti-racist courses and classrooms

Defining Racism

Racism: social and institutional power combined with race prejudice. It is a system of advantage for those considered white, and of oppression for those who are not considered white. It is a white supremacy system.

Internalized racism: acceptance by members of the stigmatized races of negative messages about their own abilities and intrinsic worth

Personally mediated racism: Prejudice and discrimination

Institutional racism: Differential access to the goods and services of society by “race”

REI
racialequityinstitute, llc



Camara Jones

Defining Racism



Institutional racism: unfair policies and discriminatory practices of institutions (schools, workplaces, etc.) that routinely produce racially inequitable outcomes for people of color and advantages for white people.

Structural racism: the cumulative and compounding effects of an array of societal factors, including the history, culture, ideology and interactions of institutions and policies that systematically privilege white people and disadvantage people of color.

Defining Anti-racism

Anti-racism: the active dismantling of systems, privileges, and everyday practices that reinforce and normalize the contemporary dimensions of white dominance. *Kimberlé Crenshaw, forthcoming*



Kimberlé Crenshaw

Intersectionality: Theoretical framework that posits that multiple social categories (e.g., race, ethnicity, gender, sexual orientation, socioeconomic status) intersect at the micro level of individual experience to reflect multiple interlocking systems of privilege and oppression at the macro, social-structural level (e.g., racism, sexism). *Lisa Bowleg, 2012*



Lisa Bowleg

What would an anti-racist course and/or classroom look like?

Break Out Room Instructions:

ETF member will post jamboard link for your break out room

5 min: Each break out room member posts individual ideas in response to the question

8 min: Break out room group discussion about the ideas

Choose a group member to report back: Similarities, differences, and gaps across jamboards

What would an anti-racist course and/or classroom look like?

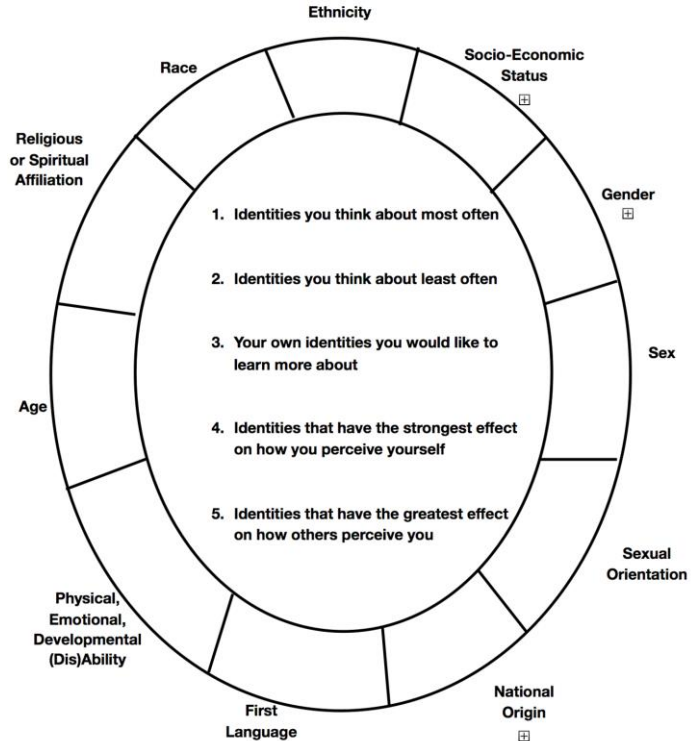
Report Back

Instructor Positionality

Positionality

- the social and political context that creates your identity in terms of race, class, gender, sexuality, and ability status
- also describes how your identity influences your understanding of and outlook on the world

What is a positionality statement?



A statement that describes key facets of your identity and lived experiences and how they may impact the way you design a course, teach, and interact with students.

Thinking through your positionality

Close your Zoom window :)

Take a 5-10 min break.

Spend 30 seconds writing down your most salient identities.

Spend 10-12 min reflecting on/writing:

- How does your positionality impact your teaching practice and methods?
- How do your lived experiences and axes of privilege produce biases?
- How do they enable a more inclusive, anti-oppressive environment?

**How could you discuss
your positionality
during the first day of
class and incorporate
the statement in your
teaching?**

10 Minute
Pair and Share

Critical Race Theory and Teaching

Dr. Dana Rice

Assistant Professor
Public Health Leadership Program



Break out rooms

10-15 minutes:

What ideas do you have for how to integrate CRT in your teaching practice?

What questions about CRT do you have?

Designate someone to report back

Homework

Reflect on (and come prepared to discuss):

- How could you discuss/incorporate your positionality in class?
- What **barriers** exist for you in centering anti-racist content?
- What **ideas** do you have for incorporating diverse sources of knowledge?

Listen to this piece (audio not written story) from NPR:

<https://www.npr.org/2020/06/08/872371063/microaggressions-are-a-big-deal-how-to-talk-them-out-and-when-to-walk-away>

HB Faculty Retreat

DAY 2

Agenda



9:00-9:30 Homework reflections

9:30-10:15 Equity in assignments

10:15-10:30 Break

10:30-11:30 Microaggressions in
the classroom

11:30-12:00 Wrap up

Give each person 3 minutes to share thoughts about any of the homework questions:

- How could you discuss/incorporate your **positionality** in class?
- What **barriers** exist for you in centering anti-racist content?
- What **ideas** do you have for incorporating diverse sources of knowledge?

15 minute break out room

Assign one person to take notes (and email to hbequitytaskforce@unc.edu when done)

Identify one idea to share out (and a person to share it)

An Equity Lens on Assignments

Break Out Room by Assignment Type (20 min)

1. In what ways might previous experiences advantage or disadvantage different students when completing this type of assignment?
2. Are there ways to practice the types of skills (content-related and “mechanics”) needed to complete this type of assignment?
3. How can flexibility be built into this type of assignment?
4. How can opportunities for revision or improvement be built into this type of assignment?
5. Are there alternative strategies to accomplish the goals of this type of assignment?
6. Could/should this assignment be graded without the student’s name? If so, how?

Change your name to choose your group

Note: this process is also how you can add pronouns to your name or have students change their name to "x"

Hover over your picture.

Click the three dots (upper right)

Select "rename"

Edit your name to add the number of your preferred group:

1. Individual assignments
2. Team projects
3. Attendance, participation, engagement

(e.g. "1 Shelley Golden")

Individual Assignments

Enter Brainstorming notes from your group here:

Team Projects

Enter Brainstorming notes from your group here:

Attendance, Participation & Engagement

Enter Brainstorming notes from your group here:

Take

A Break

Microaggressions in the Classroom

Part 1

What is a microaggression?

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.

-Dr. Derald Wing Sue

Everyday, subtle, intentional — and oftentimes unintentional — interactions or behaviors that communicate some sort of bias toward historically marginalized groups. -Dr. Kevin Nadal



**What is a
microaggression
you have witnessed
or experienced?**

RESPOND AT:

<http://pollev.com/----->

Processing a microaggression

Did I interpret that correctly

Did she say what I think she said?

What did he mean by that?

Should I say something?

Saying something may make it worse

They'll probably think I'm overreacting

Speaking up is going to hurt more than it helps

By the time a student arrives at UNC they may have experienced many microaggressions



Messages received from microaggressions

Microaggression	Message
Where are you really from?	You aren't American.
You're so articulate.	It's unusual for someone of your race to be intelligent.
When I look at you I don't see color.	Denies a person of color's racial/ethnic experiences
How did your mom react when she found out you were a lesbian?	Being lesbian is not normal.

<http://breakingprejudice.org/teaching/group-activities/microaggression-activity/>

What messages are our microaggressions sending?

In small groups, discuss the microaggressions on your slides and identify messages that we could be sending. (15 min break out rooms)

Group 1

Microaggression	Message
Not saying my name because it is hard to pronounce	
Failure to correct a student's comment that racial health disparities do not exist	
Asking students of color to share their own experiences based on their background/upbringing	
Describing race as an independent variable predicting behavior	

Group 2

Microaggression	Message
Teaching about communities of color through a deficit lens	
Interrupting students of color before they finish a thought	
Talking about marginalized populations as if members of those populations are not in the room.	

Group 3

Microaggression	Message
Faculty not explicitly addressing structural racism in the classroom.	
Featuring white guest lectures who describe research with communities of color.	
Mistaking a Black woman for a different Black woman who looks very different.	

Responding to a microaggression in the classroom

Acknowledge the moment.

Take the lead in addressing the situation (slow down or stop the conversation).

Breathe. Pause. Stay as calm as possible.

Return to the class norms. Hold everyone accountable for their actions and ask for clarification. Explain why the incident is problematic. Support students in critical reflection on the situation.

Acknowledge the emotions in the room, both visible and invisible. Ask students if they would like to stay in class or take a break/leave.

Validate and support those who have been targeted.

Follow up as needed (e.g, revisit in next class, with individuals; identify other support).

<https://teaching.washington.edu/topics/inclusive-teaching/addressing-microaggressions-in-the-classroom/>

Responding when you commit a microaggression

Do not invalidate or minimize the student's experience or feelings.

Resist the urge to defend yourself.

Apologize (genuinely) ASAP.

Thank them.

Acknowledge what you've heard.

Don't expect anything in return.

Remember this doesn't make you a bad person.

Educate yourself on how you can do better.

Be more mindful in the future and change your behavior based on what you learned.

Adapted from: <https://www.bustle.com/p/what-to-do-when-someone-calls-out-your-unintentional-microaggressions-because-being-a-good-ally-means-learning-from-your-mistakes-48685>

Brainstorm: How can we create environments less susceptible to microaggressions?

Wrap Up Reflections

Out loud

What is one idea you are taking away from this retreat?

In the chat

What else do you need to implement your ideas?