

**Transcript for FLO Friday: Anti-racist Teaching Practices
BCcampus webinar held on October 7, 2022**

Host: Helena Prins

Facilitator: Randeep Nota

HELENA PRINS:

Hello, everyone, and welcome. My name is Helena Prins and I'm an advisor here at BCcampus on the learning and teaching team. And it's my fun and rewarding job to coordinate the family of FLO courses. I have handed over the FLO Friday portion of the portfolio to my colleague, Dr. Gwen Nguyen. But today, Gwen is on her way to see her family in Vietnam after more than three years of being abroad. So, she sends her greetings, and we sent her well-wishes for her travels. Next slide.

Behind the scenes today, I'm joined by other members of my team, Britt, Paula, and Abigail. And while we are not all in the same place, on behalf of BCcampus, I would like to thank the Lekwungen speaking people, which include the Songhees and Esquimalt nations for their hospitality. Tomorrow will mark 15 years since I came to this beautiful island and every day I'm thankful for this privilege to live and work on these lands. Today's topic is also very important to our team here as we continue this path of reconciliation and decolonization.

And we invite you to join us in our dining. So, just a few high, housekeeping items before Randeep takes over. We are recording this session and the recording as well as slides and resources will be emailed to all the registrants in the next two weeks. And hang on, we do have a breakout room today, but please don't drop off when you hear the word breakout room because we are going to give you the option not to join. We understand that not everyone wants to go and discuss in breakout room. So, just hang with us till the end. We have a survey where we would love to get your input on our program and then also, we will share some upcoming events. Now, as I said, Randeep has a packed session for us. So, without further delay and handing this session over to you, Randeep. Thank you for your guidance.

RANDEEP NOTA:

Thank you so much, Helena. And good morning, Evening, afternoon, wherever you're joining from. As Helena said and as you've seen on the registration and on the slides. My name is Randeep.

So, I am a learning experience designer and educational policy researcher and developer. My PhD at the U of T is focused on internationalization of post-secondary education, race and racialization, and educational policy and program evaluation. I am joining you today from Amiskwaskahegan, which is located within Treaty 6 territory and the Métis homelands and is on the traditional lands of the Cree, Dene, Stoney, Saulteaux, Blackfoot and many other Indigenous nations. I want to acknowledge and pay respects to the original inhabitants of these lands, nations whose relations with the land continue today. I also want to invite you today to think about your relationship with the land that you're on and why such acknowledgements are actually done. Is doing a land acknowledgement simply a box to check off to say, you've said the

words? Likewise, is attending training on anti-racist teaching practices simply an item to check off or their actual changes that you're willing to implement? I don't see this to be critical, but rather as a prompt for you to reflect on why you're here today. For some people, this is your first experience in discussing racism and anti-racism within a teaching and learning environment. For others, you might have a deep and ongoing relationship with personal experiences of racism, and others still might be somewhere in between those two extremes.

This workshop or session today is not about blame. I want everyone to try to come from a point of understanding and I will do that as well. I want us to try to work towards growth, acknowledging that different individuals are coming from different starting points. And that's OK. In this session, we're just going to quickly skim the surface with our discussions on anti-racist teaching practices. There's no way we can cover everything in just one hour, but it may nonetheless be difficult for some people to hear or participate in. So, please take the necessary breaks for your learning and comfort. I want to keep you as present as possible, so we'll ask you to minimize discussions in the chat. You'll have the opportunity if you choose to participate within breakout rooms and time committing questions at the end. And we'll also have lots of opportunity for self reflection. OK. Next slide.

Please note that if you did look at the learning objectives on the website for registration, they've changed. And it's just objective number one that's changed ever so slightly. So, our objectives for today are to define the concept of anti-racism within the teaching and learning environment. Apply potential remedies towards creating, creating an anti-racist teaching and learning environment. And identify where to go for resources and support to assist with creating and fostering an anti-racist classroom. Next slide.

For those of you who did complete the precession activities, I hope you did have the chance to reflect on the two key vocabulary items that were discussed. If you haven't, if you were a late registrant, don't worry about that. I'm going to summarize what those two concepts are and if you want, you can always go back to those, the reading and the really short two-minute video at your leisure if you choose to do so. So, the two terms were positionality and intersectionality, and they're going to be really important in our discussion today. Positionality refers to how the different aspects of your identities or things like race, gender, class, age, ability, religion, political views, nation, all those things and a lot of others, how they influence and bias your understanding of the world around you, and how you approach your place in the world and your interactions within the world. Positionality refers to where you stand in relation to power and privilege. So, that's how differences in social positions and power shape our identities and access in society. Intersectionality is closely related to this, and it refers to the overlapping or combining of particular forms of oppression that an individual faces. So, for example, your race and gender or your sexuality nation. So, intersectional paradigms, what they do is they remind us that oppression, it cannot be reduced to one fundamental type. It's multiple forms of oppression that really work together and overlap in producing injustice. Don't worry, you're not going to be quizzed on this. This is just to kind of help you if this is your first exposure into the topic. OK. Next slide.

So, at this point, I would like to invite you to take a couple of minutes, try to reflect on one or both of these questions on the slide. The first one is what is your positionality and how might that impact your teaching? And then the second question is what does anti-racist teaching mean to you? Before I let you reflect, though, I want to point out that if you're not in a formal teaching like a faculty or instructor role, that's OK. You can think about your role as an educational developer, instructional designer, or whatever other type of role you have. You can reflect on perhaps how that role might impact your positionality, or you can think of how maybe as an educational developer, you are kind of in this informal peer teaching type of role. I'm not going to ask you to share these with anyone. These are very, very personal. I will just give you the two more, two minutes to reflect and then we'll move on. OK. OK. So, just, perhaps just finish that last sentence and we can move on to the next slide then.

OK. So, there's no anti-racist teaching without acknowledging racism first. There seems to be the societal myth that racism is something of the past, but it isn't. And post-secondary institutions, this is another myth that post-secondary institutions are neutral places, immune from racism.

This is also not true. But what exactly do these terms mean? Race, racism and anti-racism. So, race, we're talking about a social construct with fluidity as opposed to a fixed biological categorization of groups of people based on a basic set of shared genes amongst an entire group of people. When I use race today, I'm using it in a very colloquial sense of the term. Racism is discrimination against a person or persons based on their ethnic or racial background or perceived background. Sometimes racism is more overt, as in slurs or derogatory comments, but sometimes it's a bit more subtle. You know, your people must be so proud of your accomplishments. Or in a classroom environment, perhaps addressing concerns that students bring up only when white students bring them up, when perhaps a white student wasn't the first one to actually bring this to your attention. So, racism is about power and privilege. Anti-racism then, is action oriented, and it goes beyond just awareness and understanding.

And what it tries to do is really with the aim of transforming individual and collective beliefs, actions and practices. It's not good enough to say I'm not racist. One must actively seek to bring about change by being anti-racist. So, another way to look at this is that the opposite of racist isn't not racist, it's anti-racist. So, next slide, please.

So, as Rodriguez, Andrew Phillips and Kishimoto note, anti-racist teaching practices are not simply about incorporating racial content into courses or curricula. This is more than that. It's about how you teach even in courses when race is not the subject matter. And it begins with awareness and self-reflection, which is why I had asked you to self-reflect, even for just a couple of minutes. So, self reflecting on your social position and how that leads to the application, the analysis leads to applying that self-reflection piece within your teaching. But also, within your discipline, within your research and in your department, your university, and beyond into your community work.

Anti-racist teaching, it can and should be applied to any field, but it's hard work because it really forces you to self-reflect and accept there's going to be a lot of discomfort along the way. And this is going to be particularly sensitive for staff and educators who have very personal experiences of being on the receiving end of racism. Which is why I want to be so careful to, to have you take that self care that you need today. But if we don't talk about these experiences and call them out for what they are, we're not going to get anywhere with trying to rectify the problems and the related issues that we have. OK. So, next slide.

OK. So, overall, anti-racist teaching practices, they're going to challenge assumptions, foster critical analytical skills, decentre authority in the classroom and create a sense of community in the classroom through a collaborative learning. And how do we get to these three things? Well, there's going to be four focus areas that are going to help us achieve these goals.

And if we go to the next slide, we can see what those four focus areas are.

So, they are content and resources, educator and learner interactions, a classroom environment and assessments. So, for each of these, I'm going to get into a little bit more detail. I'll provide you with a very broad statement of what you can consider to re-evaluate your teaching approach and practices. And then I'll provide you with a couple of more specific actionable items. If there's something that I've mentioned that isn't on the slide, which happens very often, as I kind of quickly think of something off the fly, don't worry. As Helena said, you'll be sent a copy of the slides and the recording. And I'm going to send about a half a page summary of key points as well after the session. So, please do try to keep as present in your learning as possible. You don't have to frantically take notes. Whatever you're meant to learn will stick with you. And that, that's kind of a way of relieving the pressure to, to capture all of the ideas.

And even though I've listed these as four unique areas, you are sometimes on the boundaries between them start to blur, blur. And for example, with an educator learning interactions in a classroom environment. And I don't want you to think of these necessarily as, like, really hard boundaries between each of them. Think of them more as illustrative purposes. And you don't have to think about necessarily when you leave the session of like, oh, where did that actionable item, which focus area did it fall under? The main thing is identifying those actionable items, not trying to align focus area and actionable item. Just as I said, pick up what you can and it's, whatever you're meant to take away, you will take away. OK. So, we'll go to the next slide then.

And we can start talking about the first focus area and that's content and resources. So, content and resources, this is where you can start to include a wide range of perspectives, experiences and backgrounds. Some specific actions that you can take, so you can include readings, theories, frameworks and guest speakers that don't represent dominant Eurocentric worldviews that are present within our post-secondary institutions.

You can also try to include readings that wildlife might follow. Traditional Western research traditions are written by racialized folks or invite racialized guest speakers or community groups

to come speak to your students. You can name and discuss any historical biases in your field and ask students to think critically about what these biases might mean for the discipline. This is a really straightforward one. And I think sometimes educators might not think how much use this can be, but actually ask your students for feedback. Not just at the end of the term when they're in a rush to get things over and done with, but mid-course feedback, mid-course and end of term evaluations ask them if they felt represented in content and make the necessary changes going forward. Another idea is to actually use names and graphics that represent people from various racial communities when you discuss examples or image written content. I would caution you though, that if you are going to go the route of using graphics that you think, oh, this is representing a diverse racial background or examples, make sure you pick things that aren't perpetuating racial or ethnic stereotypes.

So, what I've done at the very end of the presentation in the resources slides, on the first one, I listed some names where you can find stock images. Some of them are paid, but others are free. And you can use those because they have a lot of different diversity within the images that are represented. OK. If we go to the next slide, we can start discussing educator learner interactions.

And this is where you can start to disrupt these traditional power imbalances and assumptions. So, ask yourself the following types of questions. Do you create opportunities for students to take leadership roles and share their knowledge and experiences? Do you treat all your students with respect, or do you have assumptions about students, whether it's their personalities or their academic abilities based on their names or their perceived racial grouping or background? Don't ask a student of a perceived racial background to speak on behalf of people of an entire background.

How do you pronounce names correctly? If there's an online component to your course, ask students to record introduction videos where they pronounce their names the way they're supposed to be pronounced. One thing that I do, I always include a phonetic pronunciation of my name and my email signature. And if you just kind of hover over my little picture in Zoom, you'll notice that I have, well, I don't know if it's correctly phonetic, but as phonetic as I can get it, I have the pronunciation within my zoom profile as well. There's other options that you can do is pronunciation acts can be added to signatures such as say my name and name drop. There's many, many others. And what you can do is model this behavior for students as well so they don't feel embarrassed or intimidated or put on the spot. And recognize that some students, they might not actually feel comfortable correcting you on mispronouncing their name.

I remember when I was in my fourth year of doing my undergrad degree, I was in a really small class. There were about eight or 10 of us and the entire semester went by and I never corrected the professor on. I don't know what name he was using, but it wasn't until the final exam when I had it in my, my paper and you realize, oh, I've been calling you the wrong name. So, not everyone is going to feel comfortable correcting you on the pronunciation. So, perhaps take the time to educate yourself. You know, you can go online. There's a lot of different tools to try to

figure out how to pronounce a name that you're not familiar with. Just don't call out a student in front of others to say, Oh, I don't know how to pronounce this, because again, you could potentially be embarrassing them and making them feel bad. If the student does correct you on the pronunciation of their name, you know, please don't make a joke about it and take it as an opportunity to really learn and do better and correct yourself next time. Another thing that I've done is if I'm not understanding the way a student is saying their name and I've asked them a couple of times, I've tried to write down what am I actually hearing?

And I've tried to practice that and ever so discretely and I know this is going to be much more difficult in a large class, but, you know, just try to write that down, practice it in, you know, before a class or after class, kind of pull the student aside very discreetly to say, hey, is this how you say your name. And be genuine about it. Like, you know, your name is very important and I want to respect the name that you were given and please help me pronounce it correctly. OK. So, if you go to the next slide, we can get into a little detail, a little bit more detail about the classroom environment.

So, this is going to also include student to student interactions. And the classroom environment is where you work towards creating a sense of community and a space where students are welcome, comfortable and appreciated for different ideas and different knowledge is that they might be bringing. So, some specific examples you can take or to send out a course questionnaire or ask students to write a few sentences about themselves.

And again, this is where if you are using an online environment to teach, you could have a video option for your course as well. You could try to tie this questionnaire to some aspect of your course by also including, you know, asking students, you know, what you already know about the content or what are you most looking forward to. If you want to use this for a really easy small grade, you know, provided it's somehow tied into your learning objectives, that's one way of encouraging more responses. And again, I do recognize that difficulty in large classes, but again, this is just one example. You can also allow for traditionally marginalized, marginalized voices to be heard in class conversations. So, try to think as I'm talking, if you can do both at the same time, which I find kind of difficult sometimes, is to think about the kind of students that actually participate. Whether it is on online discussions or in a face to face environment. Who's dominating the discussion? Are you actually allowing for other students and encouraging those by actually saying, hey, if you don't speak up, if you're one of the students who generally tends not to participate, I'd like to hear from you today.

I'd like to hear your thoughts. Another option that I really appreciate that I found works quite well. And again, I realize a lot of these are sometimes a bit more difficult if you're teaching 300 students as opposed to 30 or 40. But again, I just want to present you with a variety of options. So, you could try establishing class or community guidelines. And these are going to be a commitment to not just what students have to abide by, but you as well. So, you and the students create what you're going to do to create and maintain inclusive environment, inclusive environment. Everyone is going to be accountable to these. So, students, they can also have active roles. So, perhaps you have a set of five key areas that you are going to commit to

creating. This is how I'm going to create an inclusive environment and this is what students have to model as well. You can have a Google doc or slides or some other kind of shared document where students might work in groups to say, our group has come up with this one or, one or two other key ideas of what we're going to commit to.

And then at the end of the day, maybe you have 10 or 15 different guidelines. So, students feel a lot more included. And again, it's not just that students have to follow these. You have to follow them as well. And in actually explicitly have comments about not tolerating racist comments, whether it's to a students, student, to student interactions, but also students to educators. I think that's sometimes kind of neglected that we assume that it's going to be an educator who makes an inappropriate remark. But I've been on the receiving end of this. I know a lot of colleagues have as well, where a student will actually have to make a racist comment towards the instructor. And so, if your university or college has institutional policies or guidelines, please include this in the syllabus, preferably with like a link as well. And make it explicit that if you don't follow this policy, then you will be asked to leave the room and there have to be some consequences. Be careful, though, when you start about thinking them inclusive environment.

Even though sometimes you have good intentions, they don't come across that way. And I'm going to give you a really quick example here. So, at a particular institution that I taught at, this particular program, it had about 90 to 95% of the students as being non-white, international students from various countries, but primarily from India. One instructor was an older white man who was trying really hard to create an inclusive and welcoming environment. And he would fist bump students as they enter the class, and students really responded well to him. So, he was both new to teaching and also new to the institution. So, he and I would have conversations every so often. He would ask me for like, oh, well, how do you manage such a disruptive classroom? And I'd give him little tips here and there, and we had a really good relationship.

So, he felt really comfortable coming to me and saying, hey, I have a really great idea. Our students are coming into the class, they have a big exam and I want them to relax. So, I'm going to play some music. And I thought that's fantastic. But he picked Slum dog Millionaire. And, you know, I took this as a point of not to try to be critical, but to say, hang on a second. Not only would this be potentially offensive to the Indian students, and for those who aren't familiar with Slumdog Millionaire, it's about a boy from the slums of India who becomes a millionaire. So, what kind of perception would these students have that you're playing music from Slumdog Millionaire. So, are you basically saying, I'm from the slums of India, So, incredibly offensive, but also alienating students from other backgrounds as well. So, we talked about this and we agreed that greeting students by their names, which was a much more effective way to build rapport and a welcoming environment. Another thing that I want to point out, though, is that when you hear the term international students, do you think of students who are white? Like, is that your automatic assumption? And remember that students from the US, UK, Australia, New Zealand, predominantly white nations, they're also international.

International students aren't just black and brown and other bodies that aren't white. Domestic students also, are on the receiving end of racism. So, I don't want you to think of this just as an international student issue. It's much, much broader than that as well. OK. So, we can go to the next slide.

OK. And then the fourth focus area is assessments. So, ask yourself if certain methods of assessment privilege certain groups of students over others? And do also provide multiple ways for students to demonstrate engagement. Recognize that some students, they might not feel comfortable sharing their ideas in a face-to-face class or in an online environment because they've experienced much different styles of education before entering Western Eurocentric model of post-secondary education, where competition dominates instead of community and collaboration. Or perhaps, they've been conditioned by Western society that we live in where it is predominantly white voices and white research that are worthy of time and consideration.

Or perhaps they have fear, a fear of being ridiculed. And this fear could be related to past racial trauma. And speaking of racial trauma, if you are using online proctoring soft, software, the act of surveillance, it can retraumatize students who have previous experiences. Whether personal or related to their communities with police brutality and surveillance. I'm not going to get into a lot of detail today, but there's so much literature, academic literature, as well as firsthand experiences from students not just across Canada, but around the world regarding facial detection software that doesn't recognize students with darker skin tones. AI is not neutral. I really encourage you to maybe, you know, after the session or some other time, if you have, just do an Internet search of "Racist AI" and see how much content you actually can come up with. It's mind boggling how much there is out there. Also invite students to share knowledge that they've acquired through non-Western Eurocentric traditions. So, perhaps knowledge that isn't in your textbooks or other course resources, but it still demonstrates an understanding of the core ideas and critical thinking skills that you're trying to work with your students on building. OK. Next slide.

OK. So, I'm going to invite you to participate in a short activity. And again, as Helena said, you can choose to participate within the breakout room. But we also do have this as an individual option as well. So, don't feel pressured to go into the breakout room if you don't want to. What I'll ask is each breakout room start with one of the focus areas. So, we'll have that posted within the chat in a moment or so. Oh, there we go. It just, was popped in. So, thank you for that. So, focus on one of those focus areas. Your group can decide which focus area you want to start with. Maybe it's content and resources, maybe it's assessments. If you feel you've spoken enough about that, move on to another one. We will also have a link to Google slides for you to brainstorm your ideas and that will be posted in just a moment as well.

So, that's where when you are assigned a breakout room, if you are assigned breakout room number five, you will input your data into or your thoughts into slide number five. Breakout rooms correspond with slide numbers. Please just have one person from your group, type. It's much easier that way. Don't feel pressured to write a whole bunch of information. If you can't, if you just want to talk amongst yourselves, that's OK as well. If you do choose to participate in

the breakout rooms, that's great. But again, for those who don't want to, there will be a blank slide at the end if you want to put your thoughts. The other option is if you don't want to type your thoughts in that blank slide, that's OK. This can be completely a personal activity as well. OK. So, you're going to ask, the question you're actually going to reflect on is, does your current teaching align with the four focus areas? Or if you're not in a formal teaching role, do your course consultations, if you're an educational developer, instructional designer—do they align with the four focus areas?

And also, what changes can you consider? You'll have about seven minutes to do this and then we'll have maybe one or two groups really, really quickly when we come back together, share their ideas. Before we release you into those break out rooms, are there any questions? I don't see any hands. If you feel comfortable, you can voice a question as well. That's all right.

HELENA:

It looks good to me, Randeep.

RANDEEP:

OK. So, we do have someone saying that they don't have a mic, so they won't be able to participate that way. That's OK. You can do this individually if you'd prefer. If you don't have a mic, this can completely be done individually. OK. Angelina has reminded those who are asking how many minutes we have for the breakout room, seven minutes. OK. So, we will release you into the breakout rooms with the magical support of BCcampus tech.

[Breakout rooms – 7 minutes]

I see everybody coming back in to the main room. I did notice that there were a lot of comments being placed on the slides. So, I do want to thank you so much for being vulnerable and placing your comments in such a public forum, even though they're anonymous. I still want to take that moment to thank you. We are running a little bit behind by about four minutes or so. So, instead of asking two groups, I will just ask one group, because you all do have access to those slides that you can look at them afterwards if you choose to. But if there's one group who designate one person from your group and you can just voice your summary, that might be a bit faster. Or if you're feeling a bit shy, you can, if you have speedy fingers, quickly type it into the chat and I will try to read on your behalf. So, I'm just going to get my participant view. If anybody wants to, you can unmute and speak or if you feel more comfortable, you can raise your hand. I don't really have a preference. Whatever works for you.

HELENA:

Ann has raised her hand first.

RANDEEP:

Thank you so much, Ann. Ann, you will—please make this impactful—you are the one person who is given a chance to speak. (LAUGH) No pressure at all.

ANN:

We had, we had a very quick but on board with everyone looking at the resources and knowing where they've come from and how they're impacting and making them diverse. Even in sciences and engineering, it's possible, it may not be desired, but it is possible to integrate some of that and as well as building the trust in the relationship with the students in order to understand that. So, that's how our conversation ran for our session.

RANDEEP:

Perfect. Perfect. If I was grading you, I'd give you 100%, but I'm not. (CROSSTALK) low pressure session. And thank you so much, first of all, for sharing your ideas, but also mentioning STEM courses. The science, technology, engineering and math. One of the resources I have at the end from Concordia University in Montreal, there is actually a link with on that resource to take you to STEM courses. And I think a lot of times people think, I can't do this, I'm in STEM. It can be done, right? It just, it takes so much more time. And I know that everybody is short on time and it does take a lot of effort to do, right? Like, you're not going to be able to do this. Like I'm starting my course in September and it's August 28th. That's not possible, right? So, it's going to take you a lot more time. So, again, thank you so much, everyone, for sharing and also Ann for being, the one person who gets to share your group's comments. OK. So, let's go on to the next slide then.

So, as you were doing this, maybe you were thinking, well, I don't know, I can, I do this all on my own? And I want you to really keep in mind that, and I want to stress that it's not just individual educators who are implicated in making changes, post-secondary institutions as well. And as I mentioned at the start of the presentation, they're not neutral spaces that are free of oppression, marginalization and racism. And universities, colleges are often seen as these like really like avantgarde thinking takes place here, cutting edge research. But racism and marginalization and oppression still occur within these spaces. So, it's not just individuals, and it's fantastic to see so many people here today. But you can't do this all alone. You can't. And it should not be your responsibility to make all the changes.

So, we have to have institutional buy in, institutional changes, whether that's through policies that are created, or modified different practices and programs. So, ultimately, if we can get both institutional change, individual change, that's where we can have a much larger organizing effort for not just change within the institution, but like that broader social change that goes beyond the space of the classroom, because that's really what the ultimate goal is: to have this societal change. Not a big task at all, right? Like, in an hour, we can change society. OK. So, we'll go to the next slide.

And this one is going to be an individual activity. For this one, I want you to think about, you'll have two minutes to think, and then I'm going to super quickly catch up on time here, tell you my thoughts. OK. So, nobody has to share this very personal... and you'll understand why when I read the question, how does your institution help or hinder your progress in trying to create anti-racist teaching practices or an anti-racist environment within your classroom? OK.

Completely individual. No sharing on Google slides, either personally reflecting or writing on a piece of paper. And in two minutes, I'll share my thoughts with you.

[Two minutes later]

I think that's about two-ish minutes. OK. So, thank you for taking the time to reflect. I'll share my thoughts really quickly with you. So, first of all, I would like to say that if you are here today and if you don't have to make up the time that you've missed from your work, that's great. That's a positive sign or your institution is helping you in that sense. But here's where I'm going to get a bit more critical. If your institution does not have a dedicated team of educational developers, instructional designers, or other researchers that are focused specifically on anti-racist pedagogies, decolonial pedagogies, indigenous pedagogies, people who have both the lived and professional experience, so they can provide authentic and meaningful contributions. Because, like I said, I can't cover this all within one hour. So, if your institution does not have that, then your institution is not doing enough. Your institution is actually part of the problem. I'm critical, but at the same time, I want to give institutions... I do, I want to make sure that I'm not being overly critical. And instead, think of this as an opportunity to learn, especially those who are in positions of power. And think of this as an opportunity to do better.

I've actually seen a lot of job postings for educational developer anti-racist pedagogies and you must have lived experience. Educational developer with Indigenous, focusing on Indigenous or decolonial pedagogies. But also ask yourself, what are the criteria to hire these individuals? Does that always mean a PhD? When you're saying lived experience, recognize, lived and professional could mean someone with a master's and work experience. Like it doesn't always have to be that PhD, especially if we're looking from a strictly indigenous, Turtle Island indigenous lens, that indigenous peoples are traditionally marginalized and have been excluded from post-secondary education. And if you're saying that a PhD is a requirement, who are you excluding? And so, if you are in a position of power here today, or if you know someone who is, I would really ask if you take a moment to think about that. OK. So, we'll go on to the next slide before I get too negative and I'll have a really quick summary.

So, overall, start with first acknowledging racism as an ongoing experience. It's not a distant encounter that some people may have had in the past. It is deeply, deeply embedded within our society and institutions. And anti-racist teaching, it's going to require you to also identify your positionality and the power or perhaps lack of power that you don't have. Take a self-reflective approach and challenge assumptions. You can't get to having a completely biased free teaching environment because we all have our own biases, but at least start thinking about what you think about. So, getting really meta, what are you thinking about? Why are you thinking about that? How can you change that thinking? So, try to make those changes and make efforts to, to small changes like you. Like I said, you can't do this all within an hour. It's not possible. You're not going to do this within a couple of weeks. It might take you, you start off for your January term, you start off and then you continue with the term after that. So, you're going to need ongoing and continuous commitment towards improvement and engagement. And again, institutions must commit to change as well.

It cannot be individuals who bear the burden of doing this, especially those who are already in racial, those racialized folks who are facing marginalization and oppression themselves. In six months from now, you're going to get a follow up email from BCcampus, and there's going to be about three or four questions. I haven't decided yet on how many. And these questions are going to be a way for you to reflect on changes that you've made. And they're going to be guiding questions that you can come back to. Like maybe you say once a year you're going to have this check in to assess your progress on developing anti-racist teaching practices. OK. So, we can go to the next slide.

And there were some questions that were asked, and I'm going to try to get to these. And if I don't, I might just within the follow up email address them that way. OK. So, the first question was, what do you do if you're an educator who is on the receiving end of racism from students? First of all, I'm extremely sorry that this has happened to you, whoever has asked this question.

Let me say that you're not alone in experiencing this. I have faced it. I know a lot of other educators who have faced this problem as well. Racism from students towards faculty needs to be called out and stopped. And this is where I had said that having those class norms or guidelines might help. But within the syllabus, like having that link to institutional policy on racism and discrimination and stressing that it's not just a student to student thing as educator to student or educator to learner. And it's also learner to educator. And be explicit about that, that there are actual consequences. And I think people kind of get scared like you're being too punitive, but if you're not, if there aren't any consequences, I mean, this is a mean like, oh, I'm going to expel you, you're going to get a zero, you're going to feel the force. But perhaps for that class, you were asked to leave or until, you know, you've had a discussion with that particular educator, you know, an apologize, something like that.

I mean, maybe your institution has explicit rules that there have to be consequences. And, you know, even though I'm not in a formal teaching role anymore, I really understand the emotional toll that racism can take. And so, this is why I started at my work, a very informal group for fellow racialized staff who get together to share their experiences with racism both on and off campus. Talking about that emotional toll that racism takes on us and how it impacts our work, especially compared to our white staff who don't carry that burden. And then I know a lot of other institutions have similar kind of groups for like faculty focused or staff focused who are racialized individuals. Maybe your institution might have something like that. And if not, just go forward and start your own group like I did. I mean, I know what causes you to be vulnerable, but this work is not easy work that we're doing. OK. The next question is, and apologies. I'm getting a bit sniffly here. So, this is related to, there's two questions, and they were very similar.

So, I'm going to combine them. And this is the best way to handle training on anti-racist teaching practices where white faculty member, where someone is a white faculty member with white teaching assistants and the class is primarily white students. And if changes to anti-racist practices can happen without racialized folks, whether indigenous or other identity

groups. So, I'd say that there is a number of things that are going on here. First, I'd ask why all of your TA's are white and why your students are all white. That's the first thing that comes to my mind. Second, if you're asking someone with lived and professional experience to come educate your TA's or students, ask yourself if you're asking someone to relive their trauma just for the benefit of others. If you don't want a racialized person to come and speak to you or sorry, if you do want a racialized person to come speak to you. Emotional labor needs to be compensated and make sure they're compensated adequately.

And actually do mean in terms of money, not just a token of appreciation, because at the end of the day, you as a white person are just dealing with that for an hour or half an hour. But as a racialized person, you're carrying that with you every, every day. And there's also this balance between lifting voices of those who are experiencing racism and taking that work on yourself. Another thing I would encourage you, if you are this white faculty, is to seek out the support of fellow white faculty members. Always keep your position, your positionality and power in mind and work towards really centering whiteness as authority. Acknowledge the research and teachings of racialized folks when you're helping to educate other white folks as well. We don't have much time. The other two questions that I wanted to get to are super important. So, I'm going to see if I can summarize those within a follow up email. OK. So, if you do have other questions, I don't know, I don't know. Maybe Helena might have another venue for you to ask these questions.

I will just really quickly, though, point out the helpful resources slide. So, if we can go to slide 20. OK. So, I have these links and you'll see that they're blue and underlined. If you're sent the PDF copy, obviously, you know, you're not going to have that link. But I will actually, in that follow up email, like make sure you have like the, the actual URL to go to these various sites. Some of them are short readings. Others, like I said, Concordia University, Niagara College, Western University. And there's others on the next page. There, that resource is a repository of other resources.

OK. And then, as I had mentioned, you have Unsplash, Nappy, Stocksy, Open peeps. Those are different, there are different sites where you can get pictures or graphics that include people of various diversities, racial backgrounds. Awesome. So, thank you so much. I do have references, a very few references at the end, but you can look at those on your own when the slides are sent to you. Thank you so much to BCcampus, to all of you here and also to my colleagues that I work with who listen to a previous version of this presentation and gave me some really helpful input.

I want to take that time to acknowledge my sisters in solidarity, as I call them, who are always supporting me. So, Helena, I'm going to pass things back over to you for a moment of closing remarks. And thank you everyone to all the comments to say thank you to me. Thank you to you as well for attend.

HELENA:

Thank you, Randeep. Let's give her some love, you know, in the reaction button. Give her a

thumbs up, all this love, heart, just to show our appreciation for this fantastic session. Thank you so much. I have put in the chat, if you can please take a few minutes to respond to the survey, to give some feedback to Randeep, but also to us for future planning. And then if you think, oh, I have so many more questions. Well, we have a one-week course coming up in October under the wonderful guidance of Carmen Rodriguez de France, someone that I've really learned a lot from already. So, she's going to do a one-week course on More Than Words – Developing Anti-racist Pedagogies. So, it's \$25 for registration. If that's a barrier, let us know. But we really invite you to join that small community of facilitators, instructional designers, ethic developers. Whatever your role is in the sector, there will be some learning for you.

We've also posted our next FLO Friday is November 18th. That's of Annie, and she's going to take on Inductive Learning. It's going to be very practical. We also have one coming up in November on Hybrid Learning, specifically how to leverage multimedia to promote student engagement. So, that's a very relevant hot topic.

So, we just invite you to keep your eye on our newsletter and sign up and learn with us. And we are very thankful that you chose this Friday to spend this hour with us. And if you do celebrate thanksgiving, enjoy what that may bring for you this weekend. And if you don't, just enjoy a wonderful long weekend and this beautiful place where we live. Thank you, everyone.

RANDEEP:

Take care, everyone. Take good care of yourselves. Especially after the session. Go for a walk. Go out in nature. Enjoy.