

Edited Chat Transcripts from the January 2021 Focus on Teaching and Learning

Opening Panel –Loyola University Chicago Student Speakers

Connor Elmore

Katharine Flores

Moriah Johnson

Jacque Stefanic

Brandon Thomas

Taylor Thomas

Anastasia Tull

01:22:37 **Participant 1:** Good points Taylor highlighting the racist conscious and unconscious normalcy through language use

01:26:02 **Participant 2:** Thanks, Moriah, thanks for that distinction - anti-racist vs. always talking about race. I struggle with that as I prepare for the semester.

01:28:27 **Participant 3:** Invisible and hypervisible

01:31:18 **Participant 4:** classroom as white space -- where faculty presume they are teaching white students through white-centered curriculum

01:36:06 **Participant 5:** As a student I faced racist remarks throughout my school days. From classmates and teachers as well. Now as an educator I am making a purposeful attempt not to use any word or action that might trigger racism into my students. Trust me it's a task especially when you had been a victim of the same.

01:36:58 **Participant 2:** Thanks, Katharine for this info & perspective. When I was working on my MFA, the question of "Who determines what 'the literary canon' is?" It bothered all of us because "the canon" (i.e., what we're all taught to read in H.S. and college) is mostly dead white males. We made it a point to read non-fiction by women & BIPOC authors.

01:39:17 **Participant 6:** Taylor -- Thank you for your insights into the control of textbooks by Texas. I'm proud that my union, the National Education Assn., which merged with the American Teachers Assn. which represented Black teachers in the South in the 1950s, continues its fight on issues such as the Texas monopoly over textbook content. How history has been portrayed in generally accepted K-12 textbooks is something educators must continue to work to reform. In 2016, while I was on the Board of Directors, NEA adopted updated policies to not just fight discrimination, but to become Anti-Racist. Thank you for your insights.

01:40:13 **Participant 7:** Thank you both for giving examples about how these are dynamic relationships and that just because a faculty member makes a mistake and causes harm doesn't mean that it has to stop there— there are ways and opportunities to work through those dynamics and make classroom experiences better for students and particularly BIPOC students

01:45:29 **Participant 8:** Good piece on disrupting deficit-thinking (to Moriah's earlier point). Educational research focused, but broadly applicable: <https://medium.com/national-center-for-institutional-diversity/identifying-and-disrupting-deficit-thinking-cbc6da326995>

01:46:08 **Participant 9:** Trigger warnings can also become important priming comments to help deepen student learning. Not only to do you give essential notice to students about difficult topics, but you also prime a student to pay attention to the intersection of what you are teaching and structural racism and inequity.

01:49:46 **Participant 10:** What a good idea to include a racial trauma statement or notice in our classroom. I think it would be good to put it in our syllabus and introduction to our courses when students arrive online. This would be stated in the welcome area of the course. I normally will post a statement prior to an assignment that can bring about trauma.

01:54:31 **Participant 10:** The Circle Way method of leading discussions is great. I used it last quarter as my students read *Me and White Supremacy* by Layla Saad.

01:55:21 **Participant 11:** Self-care —> collective care

01:59:10 **Participant 10:** Faculty need to educate themselves then take the leap to change their curriculum. It's not going to be easy but easy is not what we need.

02:04:58 **Participant 13:** I really appreciated your point, Moriah, about faculty being resistant to calling problematic statements out in class in the name of “learning.” In my grad program, I saw this tactic ending up with BIPOC students feeling like they had to “defend” themselves from the blatant racism as opposed to it being called out wholly

02:06:53 **Participant 10:** Great point. The work is difficult, burdensome, etc., due to the highly racist society that we live in.

02:07:24 **Participant 3:** Taylor. Thank you for that statement. It also serves to center whiteness oppositionally.

Eliciting Multiple Student Voices in Discussion

Zelda Harris (Loyola University Chicago School of Law)

Susan McCarthy (Arrupe College of Loyola University Chicago)

Pam Morris (Loyola University Chicago School of Communication)

00:37:30 **Participant 1:** I am wondering if you also touch on the experiences of people that do not align with business statements. Many times, diversity and inclusion stops at making diversity and inclusion statements. I am wondering how we can incorporate systemic policies that pair these kinds of statements to get students to think even deeper about anti-racist work. Scholar Sara Ahmed in “Living a Feminist Life” argues that “diversity involves image management: diversity work becomes generating the right image for the organization by correction the wrong one... diversity becomes about changing perceptions of whiteness rather than changing the whiteness of organizations” (105). What do you or any other participants think about this?

00:49:07 **Pamela Morris:** It's a good point, not everyone will align with business statements and DEI should come from individuals. However, hopefully businesses should embrace moral values.

00:52:59 **Participant 2:** Participant 1, your point gets at the disjunction that often exists between surface level efforts and deeper systemic change. One is certainly easier to "do" than the other!

01:08:11 **Participant 3:** In thinking about faulty conversations, how do we give space to the person who has personal experience with racism but also expertise in the area, without placing undo burden, triggering trauma and establishing an environment of listening and as was stated at the beginning of the section to develop wisdom and a "richer sense of the complexity and diversity" of the experiences of complexity as faculty members?

01:09:49 **Participant 3:** Also, is a real bell/chime used in these conversations to signal beginning, end and time to pause during the conversation?

01:23:04 **Participant 1:** Participant 3, in the past I've asked students to write reflections or engage in a dialogue on an online platform with their peers, to give all students an opportunity to be heard and express themselves in a safe space (on their own terms) rather than putting them on the spot in a larger classroom community. Instructors have access to these reflections and conversations and if anything stands out to us, with the students' permission, we may bring it up the following class (i.e. ... made an incredible point and I would like to unpack this with our class/etc.). I think the circle method that Zelda shared with us is also a great way to prevent the burden on a single student to share their experiences/expertise. I've participated in similar environments and I really enjoyed them :)

DeCentering Whiteness

Sasha Adkins (*Loyola University Chicago School of Environmental Sustainability*)

Andrea Boyd and Britt Holmberg (*Loyola University Chicago Wellness Center*)

00:28:59 **Participant 1:** What's the name of the text referenced?

00:29:38 **Brit Holmberg (he/they):** *Why I Won't Stop Saying White Supremacy* by Robin DiAngelo

00:35:45 **Brit Holmberg (he/they):** Here are some common tendencies of white dominant culture: <https://docs.google.com/document/d/1Ny6azgJth57Kk4hujYFnaeoQcJ4e5x-qMIRaY5jtcjs/edit?usp=sharing>

00:37:56 **Participant 2:** <https://www.newsweek.com/smithsonian-race-guidelines-rational-thinking-hard-work-are-white-values-1518333#slideshow/1610610>

00:41:19 **Participant 3:** TENDENCIES are here
<https://docs.google.com/document/d/1Ny6azgJth57Kk4hujYFnaeoQcJ4e5x-qMIRaY5jtcjs/edit>

00:41:44 **Sasha (they, them):**

<https://culturalbridgestojustice.org/detour-spotting/>

<https://www.cacgrants.org/assets/ce/Documents/2019/WhiteDominantCulture.pdf>

http://www.csworkshop.org/PARC_site_B/dr-culture.html

00:42:17 **Brit Holmberg (he/they):**

Discussion Questions:

1. If you identify as white, which of these tendencies resonate with you? If you identify as BIPOC, how have you experienced these dynamics?
2. How do these tendencies show up in my classroom culture?
3. How do they impact relationships in my classroom and with colleagues?
4. What have you done to interrupt these tendencies/patterns when they emerge?

01:02:45 **Participant 4:** *Racecraft: The Soul of Inequality in American Life* by Barbara J. Fields and Karen Elise Fields

01:04:04 **Participant 5:** Great point, I think that also has to do with classroom topic. As many different academic disciplines are very segregated or gendered

01:05:59 **Participant 4:** Working Toward Whiteness: How America's Immigrants Became White: The Strange Journey from Ellis Island to the Suburbs by David Roediger

01:11:20 **Participant 6:** <https://www.goodreads.com/book/show/32713926-ugly-prey>

01:12:32 **Participant 3:** <https://www.luc.edu/fcip/anti-racistcoursedesign/whatisanti-racistpedagogy/>

Responsiveness and Reflexivity in Everyday Pedagogy

David Castro (*Loyola University Chicago School of Education*)

Abha Rai (*Loyola University Chicago School of Social Work*)

Joerg Zimmermann (*Loyola University Chicago Department of Chemistry*)

12:28 PM **Participant 1:** I ask students after every week - name one thing that work well, one thing that did not work well, and how many hours you spent this week on this class.

12:38 PM **Participant 1:** I hope it was not a complaint. I found that once you follow through those responses, they appreciate being heard. It helps me feel the pulse of the class so that I can pivot if needed.

12:44 PM **Participant 2:** Dinko, I asked them what other profs are doing that you like, and they mentioned this. It's brilliant. :)

12:53 PM **Participant 3:** Opting in or out is about leveling power and humanizing our students

12:54 PM **Participant 4:** Many of the panelists share their personal backgrounds and experiences with their students. Do you have any experience with backlash against this kind of sharing -- especially in student evaluations? I'm thinking of how, for POC and women faculty, sharing personal details can result in comments of being "unprofessional" etc.

12:56 PM **Participant 5:** I think it's important to listen as much (if not more) than we share. I haven't had any pushback and I think that's because I try to not let my personal background dominate the story telling

12:59 PM **Participant 6:** Narrative pedagogy can be a powerful tool, but only if done with skill and nuance

Small Steps to Becoming an Anti-Racist Educator

Mary Byrn (*Loyola University Chicago School of Nursing*)

Carla Kupe (*Loyola University Chicago School of Law*)

Niamh McGuigan (*Loyola University Chicago Libraries*)

51:51 **Mary Byrn:** I put the handout in chat:
<https://docs.google.com/document/d/1DCobz4aUtHTJPjq9lhGgRikvoVs2BGcdihic37qsSE4/edit?usp=sha>

53:44 **Participant 1:** I LOVED small teaching online— I found it so helpful!

54:09 **Participant 2:** I second that - Small Teaching Online - the book & the discussion group - were both excellent.

54:58 **Participant 3:** I agree. Made the difficult work of the fall semester manageable.

55:34 **Participant 4:** Small Teaching Online is available through our library
https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213777024302506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en

56:49 **Participant 5:** "The Immortal Life of Henrietta Lacks" is *excellent* on so many levels, and easy to read.

01:06:16 **Participant 6:** Here's the one the inclusive statement we use at the law school. This drew on presentations from previous Focus on Teaching and Learning events and other syllabi at Loyola and other institutions. I'd love to see Mary's too!

Respect for Diversity: It is our intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. We aim to present materials and activities that are respectful of diversity, including gender identity, sexual orientation, disability, age, socioeconomic status, ethnicity, race, and culture. We also invite you to share your personal experiences in class, as we believe that knowledge gained from lived experience is as valuable as insights from research. Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups. Your suggestions are encouraged and appreciated. In addition, if any of our class meetings conflict with your religious observation, please let us know so that we can make arrangements for you.

01:07:27 **Mary Byrn:** Sure, I am happy to share what I used for a statement. I read a few online and created one from the ones that I liked:

Respect for Diversity and Importance of Inclusion: Your experience in this class is very important to me. It is my intent and goal that this learning environment be one where all students and faculty are respected. I hope to present all class materials and activities in a way that is respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, culture, and others. Students' experiences and perspectives are valued. I encourage all students to share experiences and perspectives so we all may learn from each other. I support and intend to create an environment where diverse perspectives are respected and viewed as a strength in the materials learned and discussed in this course. If there are any aspects of this course that result in a barrier to your inclusion or ability to meet course outcomes, please notify me as soon as possible.

01:22:50 **Participant 7:** Yes! Trigger warning does not give you freedom to say whatever you want!

01:26:19 **Participant 8:** Thank you, Carla. I would like to add that since we are all flawed human beings and talking about Kobe Bryant is an opportunity for a teaching moment. Talk about the positives and negatives about celebrities and other cultural icons.

The Importance of Knowing What We Don't Know: Intellectual Humility and Anti-Racist Pedagogy

Michael Burns (*Loyola University Chicago Department of Biology*)

Susan Haarman (*Loyola University Chicago Center for Experiential Learning*)

Joe Vukov (*Loyola University Chicago Department of Philosophy*)

Discussion Questions:

1. What are three areas in your discipline in which you don't have expertise?
2. In your best moments, how do you interact with scholarship in these areas (at conferences, in your research, in conversation, etc.)?
3. How do you react when you get a question about one of these lesser-known areas, especially if it's in a public arena (i.e., class, as a question to a paper you're presenting)?

23:56 **Participant 1:** I only know about my expertise. Isn't that normal?

25:17 **Susan Haarman:** Very normal Katherine!

30:49 **Participant 2:** I encourage them to accept their own ability. Many downplay what they can do.

30:53 **Participant 3:** I use journaling as an assignment in each of my courses

31:00 **Participant 4:** Yes, I use Jesuit principle of accompaniment. We are all learners together

31:15 **Participant 5:** Support the space of mystery

31:19 **Participant 6:** Design (with some scaffolding) original research projects.

31:24 **Participant 7:** Accountability for their learning

31:27 **Participant 8:** When you don't immediately know the answer, start with "I don't know the answer," then work through it starting with you do know.

31:37 **Participant 9:** Restorative Practice

31:41 **Participant 10:** I try and encourage their voice and reflections on topics. Their experience is valued.

31:56 **Participant 11:** When asked to answer questions in class I will start by telling them that I expect that students may be off track because they have never been exposed to the topic or asked to think about it in that way. It's about learning, not being correct.

32:25 **Participant 12:** Reminding students that academic research is a process of moving from what you know and using what you know, to examine and explore what you don't

32:35 **Participant 13:** Noting my specialization is in a different area than question posed

32:37 **Participant 14:** I show students where they might find answers to questions that I don't know

32:40 **Participant 15:** When a student asks me a question I don't know the answer, I try to remember to tell them it's great question and will get the answer to you all before next class

32:48 **Participant 16:** I encourage my nursing students to say to patients they do not know but will try to find out for them

59:16 **Participant 13:** The effect may in part be due to different life experiences prior to taking the course. So how can teacher discern the extent to which their teaching practice contributes to the difference?

59:38 **Susan Haarman:** Participant 13--Michael's going to be highlighting some potential steps

01:00:04 **Participant 13:** Ah ha! this new graph deals with my question!

01:01:26 **Participant 8:** CHEMISTRY REPRESENT!

01:03:56 **Participant 12:** for classroom A it seems like the content and not much else

01:03:57 **Participant 15:** Classroom A: SJ, bias, stereotype threat are all covered

01:03:58 **Participant 13:** CONTENT of course is inherently relevant to anti-racism, but not the format

01:04:09 **Participant 2:** Inequality and bias in Sociology is the content; in Chemistry it is the inclusive structure of the class. Probably Chemistry helps URM more.

01:04:19 **Participant 17:** Pedagogical Caveats

01:04:21 **Participant 15:** Class A: no interaction

01:04:37 **Participant 18:** Classroom A introduces the issues, but doesn't give students a voice and doesn't allow for a diversity of experience

01:05:35 **Participant 2:** The media is the message

01:05:47 **Participant 13:** Hard to achieve IDEAL format for anti-racism in LARGE (lecture) class

01:06:59 **Participant 16:** What about including research by minority scientists

01:07:13 **Participant 15:** Class B: anti-racist - designed using evidence-based practices to eliminate achievement gap.

01:09:22 **Participant 19:** That would be nice if that data could be provided and because it would be in aggregate, would be anonymous

Creating Learning Outcomes & Designing Assessments

Jeff Huntsinger (*Loyola University Chicago Department of Psychology*)

Chipo Nyambuya (*Loyola University Chicago School of Law*)

01:08:33 **Participant 1:** More info on anonymous grading:
<http://loyola.screenstepslive.com/s/17190/m/84386/l/1079897-what-are-the-grading-and-feedback-options-for-an-assessment>

01:19:52 **Participant 2:** Is there an effort to change these issues on the Bar?