CUSON TOOLKIT FOR ANTI-RACISM AND EQUITY IN EDUCATION

There is no endpoint in becoming an anti-racist educator. This is a journey that requires daily commitment to identify and address racism and bias in our personal and professional lives as well as our school, medical center and university. With this in mind, the Racial Equity in Education Committee has developed the **CUSON TOOLKIT FOR ANTI-RACISM AND EQUITY IN EDUCATION** to assist faculty in the regular annual review and revision of existing courses and the development of new courses.

The purpose of this toolkit is to support the evaluation and development of your course and materials in alignment with the **Columbia University School of Nursing Anti-Racism in Education Syllabus Statement:**

> *Columbia University School of Nursing and its faculty are committed to ensuring anti-racist pedagogy across all programs and courses. To this end we are engaging in intentional course examination, revision, and design to include anti-racist learning objectives and deconstruction of systemic racism and racial bias present within the field of study. Building on the foundation of an inclusive learning environment, we will incorporate diverse and inclusive content, voices, authors, and guest speakers in the course and acknowledge when this is not possible. We will elicit your response to this work in progress through formal course evaluations and welcome informal exchange throughout the term.*

This toolkit is intended to be a comprehensive guide to an iterative process of faculty and course development. It will support all faculty in anti-racist and inclusive course evaluation and design regardless of their individual level of awareness and experience.

The toolkit includes:

- Course Self-Assessment Tool: to explore and revise course content and delivery with an anti-racist lens
- Faculty Self-reflection Tool: to evaluate and document personal and professional development towards anti-racism and equity.
- Resources: to support process of assessment, reflection and application of anti-racist and inclusive teaching principles.

While it is unlikely that faculty will address every item in the toolkit on the first use, we encourage faculty to consider each item thoughtfully and identify areas for growth. The course revision process is intended to be iterative, much like the course updates faculty make to reflect current evidence and new approaches to clinical care. The self-reflection process will promote the personal and professional development that is required to engage in anti-racist and equity work. By encouraging a deeper exploration of your course content and delivery, this tool will support your journey towards becoming a more anti-racist and equity-focused educator. Faculty should complete the *Course Self-Assessment Tool* prior to each course offering and the *Faculty Self-Reflection Tool* at least annually. These will be reviewed with faculty during their annual review meetings.

The Course Self-Assessment Tool guides faculty in a structured annual review of their course to identify and address bias and racism and to promote equity and inclusion in all aspects of the course: Syllabus & Objectives, Course Materials & Methodology, Case Studies & Exam Items, Assessment & Evaluation. Core concepts from this tool will be incorporated into course evaluations. The Course Self-Assessment worksheets will be part of the annual review.

The tool includes a worksheet with the following sections:

- *Objectives*: goals for course design and revision.
- *Additional Guidance/Concepts to Consider*: prompts for reflection and selected resources to provide better understanding of the stated objectives.
- *Current Strategies & Strengths*: space provided for faculty to document their review process.
- *Areas for improvement*: space provided for faculty to set goals for the next offering of the course
- *Resources or Support Needed to Achieve Goals*: space provided for faculty to identify external resources needed to make course improvements.

The Faculty Self-Reflection Tool guides faculty in examining their own personal and professional identity, awareness, beliefs and behaviors that influence the faculty- student experience. This tool may be used regularly by individuals or in peer/accountability groups. Faculty self-reflection will be incorporated into the annual review.

The tool includes a worksheet with the following sections:
- *Areas for Reflection*: questions for considering the influence individual faculty have on students and the classroom environment.
- *Additional Guidance/Concepts to Consider*: prompts, resources, strategies to further engage faculty in reflection.
- *Current Strategies & Strengths*: space provided for faculty to record thoughts.
- Areas for improvement: space provided for faculty to set goals for the classroom.
- *Resources or Support Needed to Achieve Goals*: space provided for faculty to identify external resources needed.

Resources include references and tools that will support your faculty and course development.

- Columbia University School of Nursing 'Glossary of Terms'
- Columbia University Irving Medical Center Roadmap for Anti-Racism in Health Care and the Health Sciences
- Columbia Center for Teaching and Learning (CTL) Inclusive Teaching Resources
    - Anti-Racist Pedagogy in Action: First Steps
    - Guide for Inclusive Teaching at Columbia
    - Inclusive Teaching: Supporting All Students in the College Classroom
    - Anti-Racist Clinical Case Rubric
    - Examining Teaching & Learning Activities Through an Inclusive, Anti-Racist Lens
- Racial Equity Tools' (RET) Glossary
- Selected Reading List

COURSE SELF-ASSESSMENT TOOL

This is an overview of the Objectives and Additional Guidance for the Course Self-Assessment Tool. Please use the accompanying Word Document "Worksheets for CUSON Toolkit for Anti-Racism and Equity in Education" to complete your course review.

Is the CUSON Anti-Racism in Education Syllabus Statement in your course syllabus?   [ ] YES [ ] NO

I. Syllabus & Objectives

Objectives
A. What anti-racist learning objectives have you incorporated in your course syllabus?
B. What anti-racist learning objectives have you incorporated in your individual class lectures for this course?

II. Conceptual Approach

Objectives	Additional Guidance/ Concepts to Consider
A. Explore and discuss structural causes of health disparities, including racism and social determinants of health (SDoH).	*Be explicit in presenting SDoH as resulting from societal and institutional forces. They are modifiable/intervene-able social effects not facts of a person's condition/situation. When presenting potential interventions, use a strengths-based approach—for both individual and community-based interventions— rather than maintaining focus on disparities or vulnerabilities which can serve to perpetuate stereotype and bias.* Breaking out of the system and moving to strengths-based care
B. Eliminate presentation of race as a proxy for risk for illness, predictor of poor outcome or factor in evaluation or treatment. Discuss systems of structural racism as risk factor and explore root causes.	*If you have presented race as a risk factor, consider what role racism plays. Explore underlying factors more thoroughly and revise your lecture/materials/presentation.* On Racism: A New Standard For Publishing On Racial Health Inequities Abolish race correction
C. Differentiate and clarify race used as a social construct versus a broad category proxy for genetic variation based on geographic origin.	Be mindful of using race as a descriptor or category. Consider why race is part of the concept/issue and use the appropriate socio-political or geographic-origin lens to discuss. Race and Genetic Ancestry in Medicine — A Time for Reckoning with Racism
D. Differentiate and clarify references to gender as a social construct versus a proxy for genetics or sex.	*Be mindful of using gender-based terms. Consider what is important about the concept at hand—social roles/societal influence, anatomy/physiology, influence of sex hormones, etc.—and be specific and intentional in your presentation/discussion.*
E. Include nursing history in the curriculum. Acknowledge and understand the dynamic history	*Consider including course and lecture objectives that focus on nursing history. Acknowledging history in nursing grants*

of nursing and healthcare ideas and practices, the implications for patients and healthcare providers, and the need for lifelong learning.	*students the opportunity to develop their professional identity and build on their knowledge of nursing heritage.* *Consider the history and trajectory of the content being taught/discussed. What is the relevant historical background for the subject matter of your course and/or specific lecture? What, if anything, has changed throughout history? What tenets prompted this change and how has it impacted healthcare and nursing practice? If no change, why is that and what are the implications on patient care and nursing practice? These questions will foster a discussion and sustain an inclusive understanding of the topic at hand.* Integrating nursing history into the curriculum History as reflective practice: A model for integrating historical studies into nurse education

III. Methodology & Materials

Objectives	Additional Guidance/ Concepts to Consider
A. Promote learner participation through the structure of the course and course activities. Apply multiple perspectives to encourage learner participation.	*Consider using a variety of methods for students to engage with the course concepts/topics including highlighting student voices and soliciting student input on course resources.* *See Resources: Guide for Inclusive Teaching at Columbia 'Principle 3: Select course content that recognizes diversity and acknowledges barriers to inclusion' and 'Principle 4: Design all course elements for accessibility' for an overview and strategies. See also Resources: Examining Teaching & Learning Activities Through an Inclusive, Anti-Racist Lens 'Principle 3' and 'Principle 4'*
B. Use current and appropriate language and terminology in teaching materials. Avoid co-opting, de-humanizing, stigmatizing language.	*See Resources: CUSON Glossary of Terms for guidance in reviewing language.*
C. Critically analyze course Materials to examine problems/shortcomings in presentation of race and/or gender. Eliminate these resources from the course material if they perpetuate racial or gender bias.	*This item is an extension of your work in II. B. and C. You should address the same concepts in materials created by others that you choose to include in your course.* *Consider the shortcoming of the resource as compared to its potential value: Does it remain relevant/important, or does it perpetuate bias and therefore should be removed from the course? Choosing to retain a problematic resource requires explicit in-class explanation and discussion.* *When using commercial case scenarios and test bank questions, be sure to acknowledge bias to your students (see III.C. for additional guidance) and report bias to fellow faculty and the publisher of the content.*

D. Critically evaluate tools and data included in your course that use race or sex/gender as a variable or factor.	If you include clinical tools or algorithms that include race or gender, explore the historical, political and social origins of the tool/data. Discuss this background and discuss the potential implications. Example: race correction in clinical formula or laboratory reference range, disparate prevalence or outcome data related to race, ethnicity, gender, socioeconomic status. *Hidden in Plain Sight — Reconsidering the Use of Race Correction in Clinical Algorithms*
E. Incorporate a diverse range of voices and perspectives in your course materials and delivery.	*Consider the "heroes and heroines" in your content area. Where are your "expert voices" coming from? Explore nursing/healthcare history to discover other influential persons/innovators particularly from historically marginalized groups.* *See Resources: Guide for Inclusive Teaching at Columbia 'Principle 3: Select course content that recognizes diversity and acknowledges barriers to inclusion' for an overview and strategies. See also Resources: Examining Teaching & Learning Activities Through an Inclusive, Anti-Racist Lens 'Principle 3'*
F. Incorporate a variety of resources/media to present course concepts and topics.	*Consider using relevant TED/TED(x) talks, podcasts, popular media sources to broaden the perspective and delivery of content. Invite students to identify and share helpful resources.*

IV. Clinical Scenarios in Case Studies & Exams

Objectives	Additional Guidance/ Concepts to Consider
A. Appraise the race/ethnicity/ability data in a clinical presentation for relevancy to understand the condition of interest.	*Consider whether including race, ethnicity or identity descriptors are essential to the topic presented in your case example or exam item. How is this detail related to your objectives/goals for the case or exam item, if at all? Is this critical to the concept being taught/tested or does it perpetuate bias?* *First Impressions — Should We Include Race or Ethnicity at the Beginning of Clinical Case Presentations?*
B. Ensure positive, affirmative representations of individuals and communities rather than negative or biased representations.	*Eliminate stereotypes/stereotypical presentations, use person-first language, eliminate blame.*
C. Use anti-racist and equity strategies to revise existing clinical scenarios and develop new ones.	*See Resources: CTL's Anti-Racist Clinical Case Rubric to guide review and revision of current clinical case studies.* ***Be mindful of routine inclusion of race, ethnicity or gender in the scenario introduction. If race/ethnicity/identity relate directly to the goals and objectives of the presentation or case, introduce the activity with a clear explanation of these goals and objectives.* *Example statement regarding case scenarios:* The clinical scenario(s) presented within this course/session are grounded in experience with actual patient care. Inclusion of socio-demographic information is designed to meet specific educational goals and objectives. We invite thoughts on how this inclusion serves our goals and objectives and how we can continue to make our clinical scenarios anti-racist and equitable.

V. Assessment & Evaluation

Objectives	Additional Guidance/ Concepts to Consider
A. Identify clear expectations for the course requirements and assignments.	*Ensure your assessments are in line with your course objectives. Consider using Rubric to set expectations and provide actionable feedback.* *See Resources: Guide for Inclusive Teaching at Columbia 'Principle 2: Set explicit student expectations' for an overview and strategies.* *See also Resources: Examining Teaching & Learning Activities Through an Inclusive, Anti-Racist Lens 'Principle 2'*
B. Include formative and summative student assessments as appropriate.	*Create a structure for assignments that allows for frequent and specific feedback, consistent support, and opportunity for revision when appropriate.* *See CTL's 'Resources for Assessing Student Learning' for guidance from design to implementation to feedback/evaluation and revision.* *Resources for Assessing Student Learning*
C. Appraise evaluation/assessment methods for inclusive student	*Consider the purpose of the evaluation/assessment and the benefits or limitations of a chosen assessment method. Are*

learning and appropriateness to the content.	*there other methods of evaluating student learning that could be used?* *See Resources: Guide for Inclusive Teaching at Columbia 'Principle 4: Design all course elements for accessibility' for an overview and strategies. See also Resources: Examining Teaching & Learning Activities Through an Inclusive, Anti-Racist Lens 'Principle 4'*

FACULTY SELF-REFLECTION TOOL

This is an overview of the Areas for reflection and Additional Guidance for the Faculty Self-Reflection Tool. Please use the accompanying Word Document "Worksheets for CUSON Toolkit for Anti-Racism and Equity in Education" to complete your self-reflection.

Areas for Reflection	Additional Guidance/ Concepts to Consider
What strategies can you use to establish an inclusive learning environment?	*See Resources: Guide for Inclusive Teaching at Columbia.* *See also Resources: Examining Teaching & Learning Activities Through an Inclusive, Anti-Racist Lens*
How and when can you share your individual perspective and position to frame your personal context for the material you present to learners?	*Consider relative power and privilege and its influence on content delivery and course management.* *See Resources: Guide for Inclusive Teaching at Columbia Principle 5: Reflect on one's beliefs about teaching to maximize self-awareness and commitment to inclusion.* *See also Resources: Examining Teaching & Learning Activities Through an Inclusive, Anti-Racist Lens 'Principle 5'*
Consider the way content areas are prioritized and who is advantaged or disadvantaged by your presentations (content and method). What can you do to reframe?	*Content: Consider impacts of being a learner who is identified as "high-risk" based on their visible or invisible identity or ability (i.e. by race/ethnicity, dis/ability status, gender) or a being part of a group that is excluded in your course content.* *Method: Consider learning styles/strengths and the implications of utilizing one method of instruction or assessment.* *Attention to these concerns, especially if you can reframe, will limit marginalization and bias based on identity or status.* *See Resources: Guide for Inclusive Teaching at Columbia Principle 5: Reflect on one's beliefs about teaching to maximize self-awareness and commitment to inclusion.* *See also Resources: Examining Teaching & Learning Activities Through an Inclusive, Anti-Racist Lens 'Principle 5'*
When dealing with a sensitive or challenging topic, how can you promote learner participation and provide appropriate time/space for reflection and debrief? How does this change if the topic is one you have selected versus one that is identified by your students?	*Be intentional with your preparation for a class presentation/discussion when you anticipate the topic is sensitive or challenging. Set expectations for respectful participation/communication.* *Be responsive when students identify a topic as sensitive or challenging when you had not anticipated it. Give time and space for discussion. If time does not allow for such discussion, respond/validate and plan a separate time for discussion.* *See Resources: Guide for Inclusive Teaching at Columbia Principle 5: Reflect on one's beliefs about teaching to maximize self-awareness and commitment to inclusion.*

	See also *Resources: Examining Teaching & Learning Activities Through an Inclusive, Anti-Racist Lens 'Principle 5'* CTL's resource 'Navigating Heated, Offensive and Tense (HOT) Moments in the Classroom' provides strategies for intentional planning and response: Navigating Heated, Offensive, and Tense (HOT) Moments in the Classroom
How can you develop your ability to see and respond to bias in the classroom?	*Reflect on your responsibility for all that is communicated in your classroom. Develop skills to respond to biased statements in real time. There are several models available to support this development. The Confronting Prejudice Responses (CPR) Model is one useful resource:* *The Confronting Prejudiced Responses (CPR) Model: Applying CPR in Organizations*
How can you model vulnerability as an opportunity for growth and developing new insights?	*Be receptive to challenges and acknowledge mistakes/missteps. This can open communication for deeper learning for all. Set expectations for and practice respectful communication to support modeling vulnerability.* *See* *Resources: Guide for Inclusive Teaching at Columbia* *Principle 5: Reflect on one's beliefs about teaching to maximize self-awareness and commitment to inclusion.* *See also* *Resources: Examining Teaching & Learning Activities Through an Inclusive, Anti-Racist Lens 'Principle 5'*

RESOURCES

CUSON '[Glossary of Terms]'

This is a living document. If you would like to contribute to this document, please contact Judy Honig jch3@cumc.columbia.edu with your addition.

Language reference: [Suggested Language List]

CUIMC [Roadmap for Anti-Racism in Health Care and the Health Sciences]

Theme 1: Faculty Recruitment, Retention, Advancement and Leadership

Theme 2: Education, Training and Curricular Change

Theme 3: Health Care Disparities, Solutions and Social Justice Research

Theme 4: Clinical Care

Theme 5: Community and Public Service (building upon existing CUIMC efforts)

Theme 6: Civility and Professionalism

Task Force for Addressing Structural Racism

CTL [Anti-Racist Pedagogy in Action: First Steps]

1. Self-educate and acknowledge racial trauma.
2. Interrogate your positionality and (un)conscious biases.
3. Address curricular gaps with intentional course design.
4. Foster a compassionate class community and meet students where they are.
5. Engage the wider campus community and commit to action beyond the classroom.

CTL [Guide for Inclusive Teaching at Columbia]

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

Principle 2: Set explicit student expectations.

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

Principle 4: Design all course elements for accessibility.

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

CTL [Inclusive Teaching: Supporting All Students in the College Classroom]

MOOC (Massive Open Online Courses) available on edX.

CTL Anti-Racist Clinical Case Rubric

Criteria Standards for this assessment	Strengths How does the case meet or exceed standards?	Concerns How would you revise this case?
Learning objectives are defined and clearly stated where appropriate.		
Images and representations in the case reflect broad diversity; exceptions are explained and discussed.		
Does not cast blame on the patient for their illness.		
Does not contain pejorative language, e.g. Difficult patient or family, medication-seeking,		
Does not reinforce racial stereotypes.		
Patient's condition is described/discussed as multifactorial, and dissects its root causes beyond individual responsibility, considering social determinants of health.		
Distinguishes between race as a genetic risk factor and the social or structural causes of racial health disparities.		
Does not include reductionist and essentialist portrayals of non-Western cultures of people of color, e.g. "You recall that the Latino cultural model of health emphasizes the role of balance in health"		
Uses person-first language such as "a person with diabetes" instead of "a diabetic" or "a person with schizophrenia" instead of "a schizophrenic."		
Uses neutral language that accurately relays history, such as patient reports or states, rather than words that cast doubt on a patient's experience e.g. patient claims or believes.		

Uses pertinent details only, eliminating extraneous details that do not impact the condition for which the patient is presenting, e.g. incarceration history or race.		
Is written transparently, clearly in a way that you wouldn't mind your patient or their family reading.		

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

Revise your course activity using an inclusive, anti-racist lens. Using the checklist below, rate your course activity: course, lecture, case, assignment, assessment, etc. that you plan to revise.
- Rate each strategy in the following way: (10 mins)
    - - 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 your partner. (10 min)
- Discuss how you might strengthen a ≈ or * with your partner. (10 min)
- On your own, revise your course activity based on the assessments you made. (30 mins)

1. Establish and support a class climate that fosters belonging for all students. *Instructor recognizes and values students' varied identities, experiences, and backgrounds, and works to create a space where students are challenged and heard.*

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. *The instructor gives students clear guidelines for class components, so students know what learning they are accountable for, how they will be graded, and why.*

	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. *Instructor meaningfully considers the role that content plays in creating a learning environment where students see themselves as reflected and valued.*

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. *Instructor recognizes the diversity of learners' abilities and experiences and provides multiple ways for them to engage with course materials and express their learning.*

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. *Instructor examines personal assumptions and beliefs in order to better include students in the classroom.*

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?

Adapted from the Guide for Inclusive Teaching at Columbia: [Guide for Inclusive Teaching at Columbia](#)

Racial Equity Tools' (RET) Glossary
MP Associates, Center for Assessment and Policy Development, and World Trust Educational Services, October 2021.

Review the terminology and concepts below and consider how familiarity can inform your course preparation and delivery. Which terms do you already include? Which should you learn more about? These terms are defined, and additional references provided, in RET's online glossary ([pdf](#)).

- Accountability
- Ally
- Anti-Black
- Anti-Racism
- Assimilationist
- Bigotry
- BIPOC
- Black Lives Matter
- Caucusing (Affinity Groups)
- Centering Blackness
- Collusion
- Colonization
- Critical Race Theory
- Cultural appropriation/misappropriation
- Cultural Racism
- Culture
- Decolonization
- Diaspora
- Discrimination
- Diversity
- Ethnicity
- Implicit Bias
- Inclusion
- Indigeneity
- Individual Racism
- Institutional Racism
- Internalized Racism
- Interpersonal Racism
- Intersectionality
- Liberation
- Liberatory Consciousness
- Marginalization
- Microaggression
- Model Minority
- Movement Building
- Multicultural Competency
- Oppression
- People of Color
- Power
- Prejudice
- Privilege
- Race
- Racial and Ethnic Identity
- Racial Capitalism
- Racial Equity
- Racial Healing
- Racial Identity Development Theory
- Racial Inequity
- Racial Justice
- Racial Reconciliation
- Racialization
- Racism
- Racist
- Racist Ideas
- Racist Policies
- Reparation
- Restorative Justice
- Settler Colonialism
- Social Oppression
- Stereotype and Identity Threat
- Structural Racialization
- Structural Racism
- Systemic Racism
- Targeted Universalism
- Tokenism
- White Fragility
- White Privilege
- White Supremacy
- White Supremacy Culture
- Whiteness
- Xenophobia

Additional terms:

- Reproductive justice- the human right to maintain personal bodily autonomy, have children, not have children, and parent the children we have in safe and sustainable communities. (Sister Song, https://www.sistersong.net/reproductive-justice)
- Social Justice- *Social justice* is fairness as it manifests in society and includes equal economic, political, and social rights and equitable opportunities for all including but not limited to

healthcare, employment, and housing. (modified from The San Diego Foundation https://www.sdfoundation.org/news-events/sdf-news/what-is-social-justice/ & Human Rights Careers https://www.humanrightscareers.com/issues/what-does-social-justice-mean/)

Selected Reading list

Kishimoto, K. (2018) *Anti-racist pedagogy: from faculty's self-reflection to organizing within and beyond the classroom.* Race Ethnicity and Education, 21:4, 540-554.

Twyman-Ghoshal, A. (2021, March 29). *Strategies for Antiracist AND decolonized TEACHING: Faculty Focus.* Faculty Focus | Higher Ed Teaching & Learning. https://www.facultyfocus.com/articles/equality-inclusion-and-diversity/strategies-for-antiracist-and-decolonized-teaching/

O'Brien, M., Fields, R., and Jackson, A. (2021) *Anti-Racism and Race Literacy: A Primer and Toolkit for Medical Educators*. UCSF Differences Matter Working Group 3. https://ucsf.app.box.com/s/27h19kd597ii66473parki15u0cgochd

Video:

Fuentes, A. (2016, April 18) PBS Regional Voices Series: *What Race is and What it is Not.* *https://www.pbs.org/video/regional-voices-what-race-and-what-it-not-dr-agustin-fuentes/*