RAISING THE CRITICALITY OF FACULTY THROUGH CULTURAL RESPONSIVE CLASSROOM MANAGEMENT, AND SYLLABI ASSESSMENT
Overarching Research Query

How do White faculty apply Critical pedagogy in a public administration department?

1. How do White faculty operationalize using Critical pedagogy?;

2. How do White faculty incorporate issues of equity, equality, inclusion, diversity and social justice into course curriculum?;

3. In what ways do White faculty unpack personal privilege (e.g. race, male and sexual orientation) during course instruction?
Culturally Responsive Classroom Management

**Step One:** understand “self”, “other”, and classroom context.

**Step Two:** acknowledge the cultural, racial, ethnic, and class differences that exist among people.

**Step Three:**
- a. creating a physical setting that supports academic and social goals;
- b. establishing expectations for behavior;
- c. communicating with students in culturally consistent ways;
- d. developing a caring classroom environment;
- e. working with families; and
- f. using appropriate interventions to assist students with behavior problems.
Critical Race Pedagogy

1. recognizes and understand the endemic nature of racism, hence, racism and education are interwoven like class, gender and sexual orientation;

2. recognition of the importance of understanding the power dynamics inherit in schooling, “culture of power”;

3. emphasizes the importance of self-reflection, or reflexivity, which is autobiographical by nature, therefore exploration of one’s “place” within a stratified society has power to illuminate oppressive structures in society; and

4. liberatory form of teaching and learning.
Processes (Methods)

Educative Processes:
• Intersectionality Workshop (race, gender, & sexual orientation);
• Curriculum Workshops (based on syllabus review);
• Conversations (about pedagogical development)

Participants— (8 White faculty, 6 males, 2 females);

Data Collection—Exploratory case study: in-depth interview (60-90 minutes) and organizational observations during training sessions;
Findings

Hesitancy to center personal narratives

“as a White male how do I discuss my perspectives without being seen as inauthentic”
Findings

Recognizes White, male, heterosexual privilege(s)

“beginning to apply concepts of oppression to myself, and not just from a societal perspective”
Findings

Difficulty in implementing Critical pedagogy

“How do I facilitate the liberation of students who are marginalized in class without isolating those with privileged identities”
### What Works

#### Personal
- Self-reflection
- Critiquing Privileges
- Racial Justice Actions, Developing Praxis
- Recognize endemic nature of oppression

#### Practices
- Reassessing curriculum
- Communicating in culturally consistent ways
- Incorporate critical case studies
- Utilize student cross-cultural interviews
Considerations

1) What is the greatest concern about attempting to make your classes safer, representative of diversity/equity and inclusive?

1) What is your role in raising the Criticality of students, and department faculty?

1) Strategy for approaching, attacking, and overcoming your worst bias?