

Antiracist Self-Reflection Toolbox

The Antiracist Self-Reflection Toolbox is organized in three sections. There are many prompts, but we encourage you not to be overwhelmed; this is not a prescriptive checklist. We hope that you'll use it as a toolbox from which you might select a number of reflection prompts and use these to first consider what you've done already, while also suggesting a direction for subsequent action. Lastly, if you're unsure about what any of the prompts mean or how they might be implemented, we encourage you to reach out to the facilitators of the LLED Antiracist Caucus for further support.

Prompts for syllabus design/adaption	Have I explored the ways whiteness has influenced previous syllabus design to identify sites of disruption/transformation?
	Am I up-to-date with the latest guidelines on creating an inclusive syllabus?
	Have I reflected on my own particular social location and level of privilege I have?
	Have I made my positionality explicit?
	Have I made my commitment to enacting decolonial and antiracist pedagogy explicit?
	Have I clearly communicated my basic expectations for a respectful antiracist learning environment? <ul style="list-style-type: none"> Have I clearly communicated my commitment and approach to ensuring such an environment?
	How have I (re)designed the course to centre decolonial, antiracist, and other social justice-related perspectives? <ul style="list-style-type: none"> Are they somehow marginalized within the structure of the course (e.g., optional readings, or siloed in a particular "Antiracism" or "Indigenous Approaches" lesson)? Do they run throughout the course? Are they returned to intentionally and systematically?
	Have I audited the authors of the texts in order to ensure that there is diversity in terms of their (apparent) demographics? <ul style="list-style-type: none"> Have I shared that audit transparently with students?
	Have I done due diligence in terms of researching the positionality and ethical commitments of the authors?
	In terms of learning texts, have I incorporated a range of texts produced in modes, genres, etc. that have historically been marginalized within the field?
	Does my syllabus connect the discipline to the lived experiences and concerns of the racialized students? <ul style="list-style-type: none"> Do I know enough about their lived experiences and concerns to assess this with confidence?
	To what extent is my syllabus conceived of as a collaborative project between me and the students, especially those who are racialized? <ul style="list-style-type: none"> Does the structure allow for such collaboration as the course unfolds?
	Have I included links to campus resources that can support the emotional wellbeing of racialized students?
	Am I up-to-date with the latest guidelines on inclusive assessment practices ?
	<i>For Course Coordinators:</i> Have I empowered sectional instructors to individually articulate their own equity goals and adapt the syllabus to better realize antiracist pedagogy?

Prompts for instructional practice	Can I articulate how principles stemming from my commitments to antiracism, decoloniality and other social justice concerns underpin my concrete approaches to classroom management, interpersonal dynamics, and pedagogic practice?
	Further to the baseline expectations for a respectful learning environment you have as an instructor (see above), have you planned to negotiate better-than-baseline expectations/guidelines with students?
	Am I ready to work with students to explore with students how whiteness has been upheld in my field historically? <ul style="list-style-type: none"> Relatedly, am I ready to work with students to explore the history of the discipline (theories, methodologies, etc.) and its entanglements with racism and colonialism?
	Have I planned to share the historical evolution of my own thinking and the structure/content of the course (as a component of the discipline)?
	Am I comfortable about enacting antiracist pedagogy? <ul style="list-style-type: none"> If not, what makes me feel uncomfortable? How can I overcome discomfort?
	Am I enacting equitable strategies to support the learning of multilingual students?
	Can I articulate the equity goals I have for me and my students in each class?
	Am I including antiracist, decolonial and social-justice perspectives in a discrete way, or am I encouraging an intersectional approach in which these are seen as interlocking in layered and complex ways?
	Am I encouraging students to critically reflect on their own positionality? How/where have I modeled this practice? Am I engaging in ongoing critical self-reflection as the course proceeds?
	Does the modality of tasks (online, in-person, synchronous, asynchronous, etc.) enable/constrain critical self-reflection and social justice-promoting practices?
	Do you have a framework in place for managing difficult classroom moments? <ul style="list-style-type: none"> When a difficult moment occurred, did I handle it in an appropriate way? How would I handle it differently next time?
	<i>For Sectional Instructors of multi-section courses:</i> Am I jointly reflecting on positionality and antiracist pedagogy with other instructors of the same course?
Prompts for post-course reflection	Have I identified a critical partner to reflect on what did/did not go well regarding my antiracist and decolonial efforts in a particular course?