**Anti-racist curriculum and pedagogy brainstorm session notes**

**Tuesday, August 18 and Friday, August 21, 2020**

**Co-Moderators**, Ms. Christina Wright, Ohio University and Dr. Daniel Kelly, New York University

**Seven Pillars of Inclusion** – Using commonalities as the starting point for inclusive sport

-- Align policies with opportunities

-- Motivational syllabus, language, tone

-- Content pieces that ensure representation

-- Similar to Maslow’s hierarchy of needs – start with “Access” and move through each pillar to “Opportunities”

|  |  |
| --- | --- |
| **Areas of need:** | **Resources:** |
| Inclusive teaching strategies specifically for sport management | * Use your alumni! If they don’t have the answers, they know someone who does.
* RFPs from NFL NBA – how to educate, inform the organizations and athletes about how to deal with social justice issues.
* Connect to career aspects for our students – chief diversity office, director of diversity and inclusion
* NCAA – have a designated person for all schools for diversity, equity and inclusion
* HBCUs can contribute to this conversation? This is their mission/founding principles, they are the “experts,” benchmarkers, trendsetters.
* “Each one, reach one.”
* Fit and scaling up – include what you can and scale up and across classes, cohorts. Start with first-year students, intro classes – work your way up with complexity.
 |
| Curated list of textbooks in sport management from underrepresented communities | COSMA to put together |
| How to change the curriculum? | * Diversity committee – audit school curriculum. Identify each class to identify level of engagement.
* Data-driven approach to diversity – where are you and where should you be? What are your goals?
* Partner with a nearby HBCU for content expertise
* Full tuition for grad programs for graduates of HBCUs – build the partnerships
* Pay BIPOC content creators and include it within classes: particularly professional preparation, sport ethicsand sport admin classes (COSMA could compile and vet for quality and publish for members.) – Faster to implement than going through curriculum review and approval process.
* Anti-racist book bundles
* “Colin Kaepernick” syllabus
* Talk about current events – start there!
 |
| Strategies to remove barriers for low-income and BIPOC students for required, (probably unpaid) internships | * NBA “Future Sales Stars” Program – 6 months virtual internship, specifically looking for BIPOC
* Sports industry alumni networking database at NYU – specifically reached out to minority alumni to get them engaged.
* Use your alumni! If they don’t have the answers, they know someone who does.
 |
| International trips, travel, experiences cancelled – how to “replace” this in curriculumInternational students – get lots of pushback, especially from Europeans | * Learn about race/ethnic differences between other groups internationally
 |
| Ensure students have high speed internet access and technology to access virtual classrooms | * Sample pre-course survey (courtesy of Ms. Wright, OU)
 |
| Fewer internships is NOT level the playing field – virtual internships not as highly valued as face-to-face and those who previously had access still do and is causing inequalities in job prospects | * Tap into alumni working in sport industry to create and validate virtual internships as a credible experience.
* Include client projects, leverage community partnerships to offer internship opportunities to students (try to be proactive, and less reactive).
 |
| Expanding career opportunities | The Career Leadership Collective  |
| Exploring race and gender within the curriculum | Dr. Richard Lapchick – TIDE Sport |
| My school is not urban and the student body is rural and not diverse. How do I teach them about diversity and race and equity issues? Resources within my institution are inconsistent. | Take multiple actions, a community of actions to make change happen – which will take time.Troy U alumni network |
| How to model for white students to discuss racism or to talk about inclusion/diversity?? Especially when you are white and you are talking primarily to white students. | Jen Fry!!Privilege walk (some YouTube videos show how to do this virtually)Diversity bead activityBeads of Privilege activity |