



Teaching on Issues of Privilege and Justice in Highly Polarized Times

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The espoused values of multiculturalism and social justice often depict counseling and psychology programs as exceptions in the systematically racist context of academia, where faculty of color often experience marginalization, alienation, isolation, and othering. As part of a larger study, the purpose of this article was to highlight the lived experiences of faculty of color teaching multicultural classes in graduate counseling and psychology programs in a deliberate attempt to challenge dominant scholarship that has minimized their voices. Emerging from the critical-individualist paradigm and guided by critical race theory (CRT), we conducted 40–120 min semistructured interviews with 19 Asian and Black American faculty with various gender, sexuality, rank, and career developmental stage backgrounds and used a thematic analysis design and approach. Our results from thematic analysis told a counterstory of host programs

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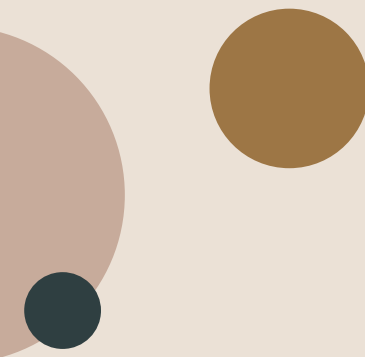
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This study consists of a thematic analysis of 19 psychology and counseling Asian and Black faculty who were interviewed concerning their experience teaching graduate level multicultural competency courses (MCCs). The analysis resulted in discovery of five themes related to protective strategies while teaching the course: (a) perspective taking, (b) navigating transparency and self-disclosure, (c) pedagogy for emotional protection, (d) personal self-care, (e) focusing on meaningful opportunities, and (f) leveraging one's identity. Results suggest that compartmentalizing content on privilege and oppression to the MCC further

My Question

How can we create learning environments in which learning-change and transformation-is more likely to happen in polarizing times?





Foundational Ideas

Ubuntu

Relational Presence

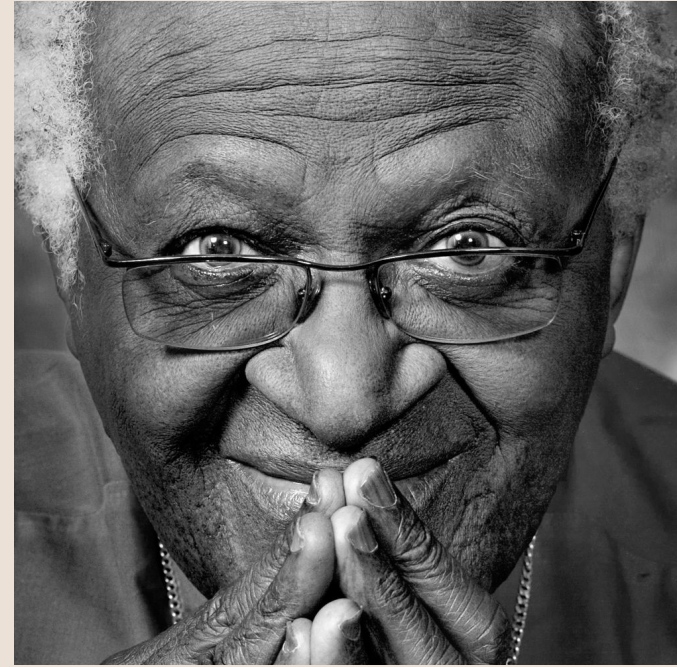
Wisdom

Cultural Humility

Interpersonal Process

Ubuntu

"I am because we are."





Relational Presence (Austin & Austin)

"Therapeutic Presence"



What's happening inside of me?

What's happening inside of the other person?

How are we influencing each other in the moment?



Interpersonal Process

Relationships are central to growth

Intrapersonal → Interpersonal

Awareness of our attachment styles

Honor the other person's resistance

(J.B. Miller)



(Teyber & Teyber)



Cultural Humility

(Tervalon & Murray-Garcia)

- Lifelong Learning & Critical Reflection
- Recognize & Challenge Power Imbalances
- Mutually Beneficial & Non-Paternalistic Partnerships



Critically Compassionate Intellectualism (Camarota)

- Critical pedagogy
- Social justice oriented education
- Compassionate student-teacher relationships



Balance Theory of Wisdom

The achievement of the common good through a balance among:

- **Intrapersonal** interest
- **Interpersonal** interest
- and **Extrapersonal** interests over the:
 - **Short Term**
 - and **Long Term** to achieve a balance among:
 - Adaptation to existing environments
 - Shaping of existing environments
 - Selection of new environments



(Sternberg)

Self Protective Strategies of Asian & Black Faculty

- Perspective Taking (developmental lens)
- Modeling Transparency (judiciously self-disclosing)
- Teacher/Student Emotional Protection (process focus)
- Self-Care





The Person

Relational Presence

Cultural Humility

The Process

Wisdom

Interpersonal
Process

The Outcome

Ubuntu Culture

Support-Challenge



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