

Teaching for Equity: Leading from the Classroom

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What drives your teaching?

Learning Objectives

At the completion of this activity, participants will be able to:

1. Define equity and equity-mindedness
2. Describe key principles and practices for equity-minded teaching and learning.
3. Share successful methods for implementing changes in teaching behaviors at individual and institutional levels.
4. Identify strategies for identifying and challenging barriers encountered when implementing change.

Invitations for Engagement

- Recognize how your own social positionality (e.g., race, class, gender, sexuality, ability) informs your perspectives and reactions to the session material.
- Work to actively cultivate your experience in this space. Look for entry points for gaining deeper self-knowledge and expansion and avoid justifying closing off and disengaging.
- Hold lightly to your assumptions, understandings, and investments. Be prepared to reconsider and reimagine that which you thought you knew or understood.
- Expect and accept a lack of closure. Let go of control and respect the process. Equity focused work is long-form and iterative.
- Make room for emotions in the conversation, including those that aren't always visible. Be aware of emotions that become present for you during our conversation.
- Slow down. Intentionally make time to pause, reflect, and process before moving to respond or act. Hold space for your colleagues to do the same.

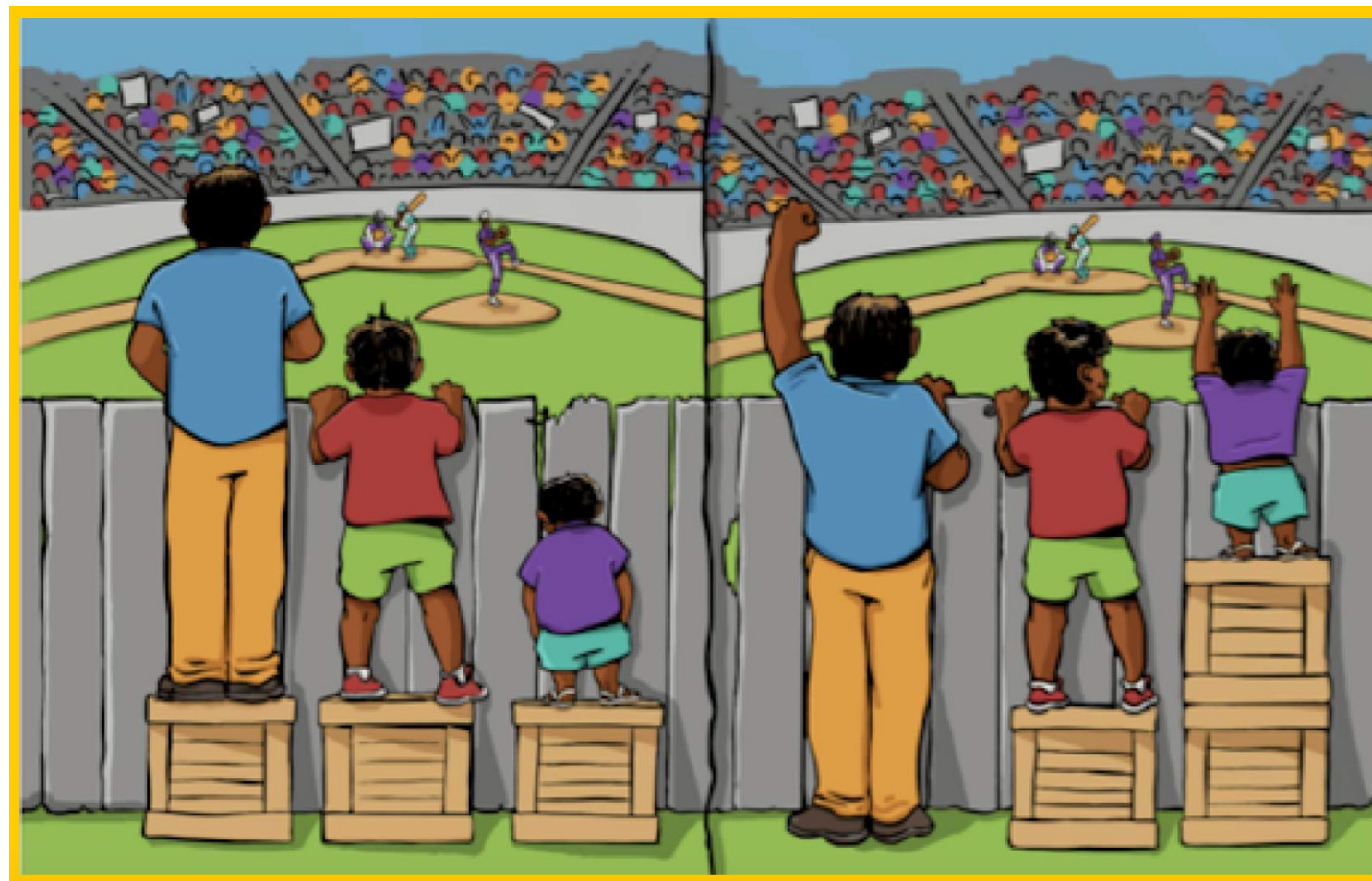
Adapted from Sensoy, O. & DiAngelo, R. 2014. "Respect Differences?: Challenging the Common Guidelines in Social Justice Education." *Democracy & Education*, vol 22(1): 1-10.

What is Equity

Equity & Equality

- Equality is about fairness & justice based on sameness
- Equity is about fairness and justice in the context of critical difference

Equity & Equality



A Critical Stance Toward Equity

- Equity is a means of corrective justice for the educational debt owed to the descendants of enslaved people and other minoritized populations willfully excluded from higher education.
- Equity is an antiracist project to confront overt and covert racism embedded in institutional structures, policies, and practices.
- Equity lets practitioners see whiteness as a norm that operates, unperceived, through structures, policies, and practices that racialize the culture and outcomes of higher education institutions.

McNair, Tia Brown, Estela Mara Bensimon, and Lindsay Malcom-Piqueux. 2020. [From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education](#). Hoboken, NJ: Jossey-Bass.

What is Equity-Mindedness

*“The Center for Urban Education coined the term **equity-mindedness** to refer to the mode of thinking exhibited by practitioners who are willing to assess their own racialized assumptions, to acknowledge their lack of knowledge in the history of race and racism, to take responsibility for the success of historically underserved and minoritized student groups, and to critically assess racialization in their own practices as educators and/or administrators.”*

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*Anti-Racist Pedagogy
as a Tool for Equity*

Anti-Racist Pedagogy

Anti-racist pedagogy ***recognizes the historical and contemporary role of education in establishing & maintaining racial inequities and seeks to disrupt and change those patterns and the outcomes they produce.***

Guided by the critical relationship between reflection and informed practice, ***anti-racist pedagogy operates across three key domains of teaching and learning: course design, in-class facilitation & context beyond the individual classroom*** (departmental, disciplinary, school/college, university, local community, state, national, global contexts).

-Dr. Whitney Peoples

What drives your teaching?

Key Principles of Anti-Racist Pedagogy

1. Acknowledges Racism In Disciplinary, Institutional, Departmental & Course Contexts
2. Centers Both Structural And Interpersonal Manifestations Of Racism
3. Disrupts Racism Whenever & Wherever It Occurs
4. Seeks Change Within And Beyond The Classroom
5. Bridges Theory And Practice
6. Focuses On The Importance Of Process Over Time

*What does this framework
illuminate about
pharmaceutical education?*

A Note on Strategies & Application

- A Move Away from Formulaic Approaches to Racial Justice Work
 - No lists of how-to/if-then/quick tips.
- A Move Toward Processes for Shifting Perspectives, Behaviors, & Culture
 - See Complexity & Nuance
 - Recognize Patterns & Power Relations
 - Cultivate a Dynamic & Responsive Practice
 - Practice Self-Reflection

DiAngelo, Robin & Özlem Sensoy. 2010. "OK, I Get It! Now Tell Me How to Do It!": Why We Can't Just Tell You How to Do Critical Multicultural Education." *Multicultural Perspectives*, 12(2), 97-102.

Strategies for Course Planning & Development

- Practice Reflexivity
- Select Diverse Course Materials:
 - Content, Author, Method, Form
- Historicize and Contextualize the Discipline & Course Content
- Anticipate Misconceptions About Race & Racism
- Utilize Diverse Forms of Assessment

Strategies for In-Class Engagement

- Practice Reflexivity
- Welcome Difficulty
- Respond to Student Needs
- Embrace Affective and Embodied Dimensions of Learning
- Foster a Learning Community

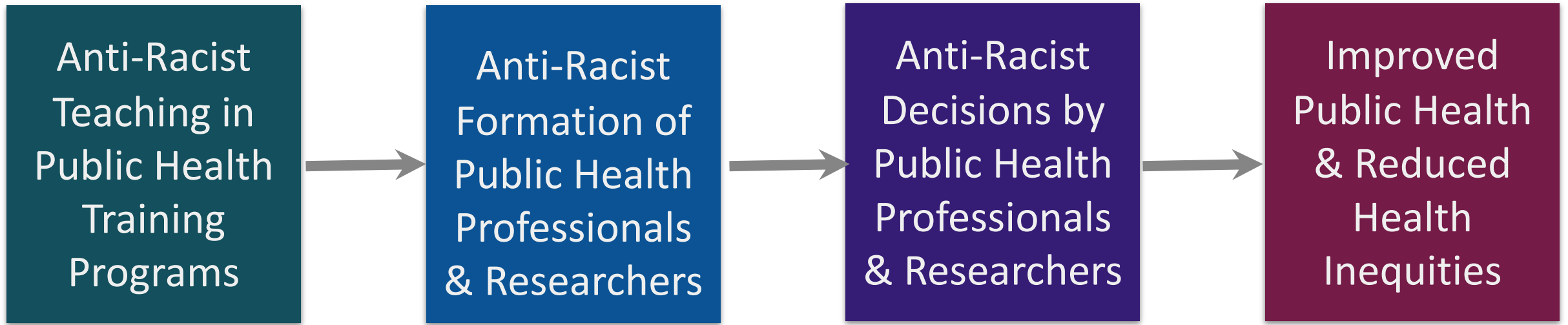
Harbin, M. Brielle; Thurber, Amie; and Bandy, Joe. 2019. "Teaching Race, Racism, and Racial Justice: Pedagogical Principles and Classroom Strategies for Course Instructors." Race and Pedagogy Journal: Teaching and Learning for Justice, vol 4(1).

Moving Beyond the Individual Classroom

The H.E.A.R.T Model

- HEALTH EQUITY VIA ANTI-RACIST TEACHING
- Melissa Creary, PhD – Department of Health Management and Policy, UM School of Public Health
- Paul Fleming, PhD, Department of Health Behavior Health Education, UM School of Public Health

Why Anti-Racist Teaching?



Health Equity via Anti-Racist Teaching

Thank you!

Sources

- DiAngelo, Robin & Özlem Sensoy. 2010. "OK, I Get It! Now Tell Me How to Do It!": Why We Can't Just Tell You How to Do Critical Multicultural Education." *Multicultural Perspectives*, 12(2), 97-102.
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