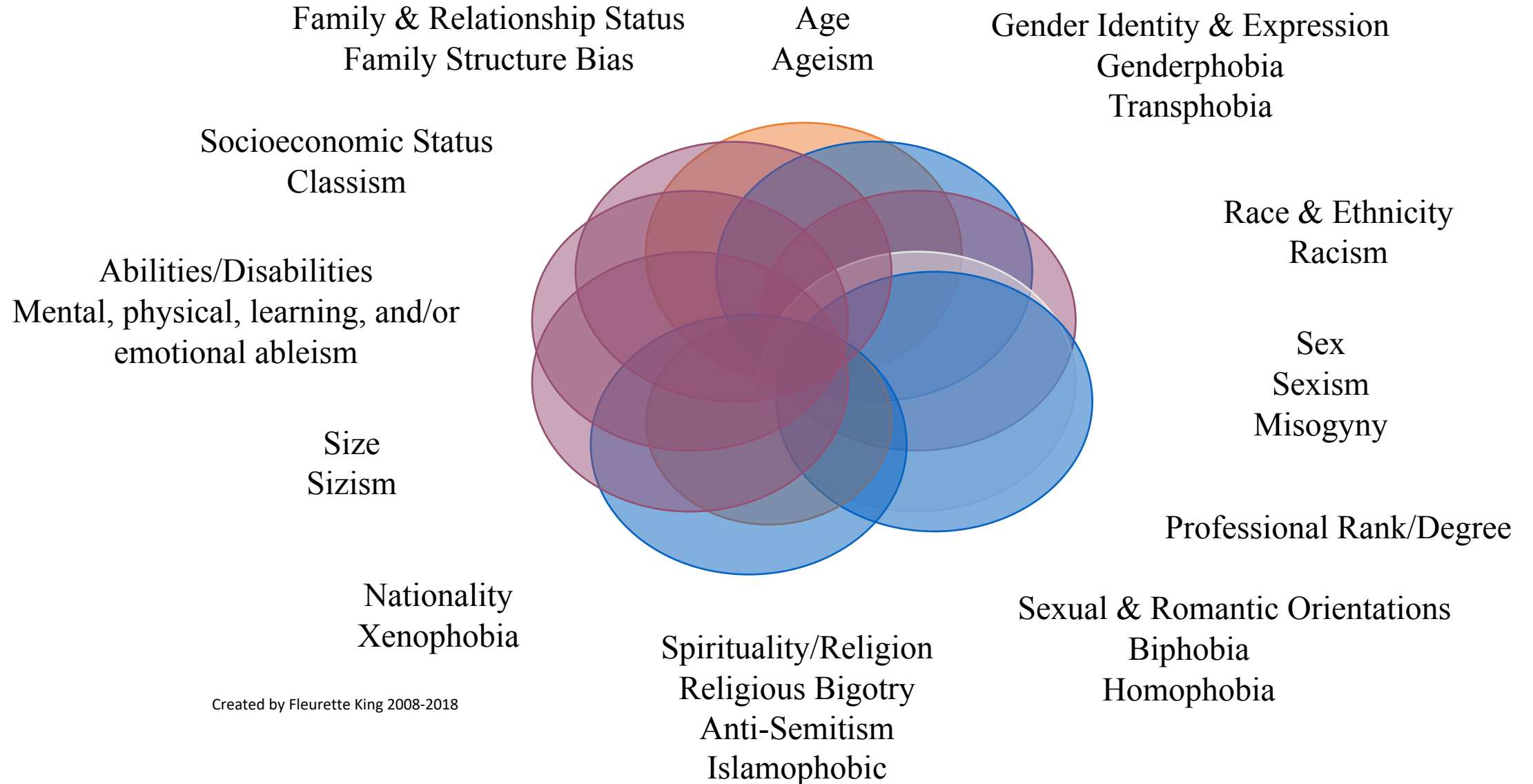




Equity

Equality

# Social Identity Snapshot Worksheet



## Deficit-Minded Cognitive Frame

**Perception of Students:** Colorblind and all student should be treated the same

**Data Used:** Data on classroom practices are not routinely collected

**Beliefs of Responsibility:** Students are solely responsible for their own success

**Beliefs of Agency:** Students' failure to navigate college is due to their own deficits

**Instructional Approach:** Student are served best when asked to be self-reliant

## Student Centered Cognitive Frame

**Perception of Students:** Expresses general knowledge & respect for all students' background

**Data Used:** Data- but not disaggregated data –drives practices

**Beliefs of Responsibility:** Sees self as responsible for student success

**Beliefs of Agency:** Uses institutional knowledge and authority to benefit students – but not on a race-conscious way

**Instructional Approach:** Thoughtfully adapts best practices to better match students, but not in a race-conscious

## Equity-Minded Cognitive Frame

**Perception of Students:** Race-conscious in an affirmative sense

**Data Used:** Uses disaggregated data to improve practice and close equity gaps

**Beliefs of Responsibility:** Sees self as responsible for equitable student success

**Beliefs of Agency:** Uses institutional knowledge and authority to benefit students and in particular, students of color

**Instructional Approach:** Classroom practices are designed to **use students' funds of knowledge** particularly for students of color

# Equity-Minded Competence - Race

## Equity-Minded Competence

- Awareness of racial identity
- Uses disaggregated data to identify racialized patterns of outcomes
- Reflects on racial consequences of take-for-granted practices
- Exercise agency to produce racial equity
- Views the classroom as a racialized space and actively self-monitors interactions with racially minoritized students

## Lack of Equity-Minded Competence

- ✘ Claims to not see race
- ✘ Does not see the value in disaggregated data
- ✘ Unable to notice racialized consequences or rationalizes them as being something else
- ✘ Does not view racial equity as a personal responsibility
- ✘ Views classroom as utilitarian physical space

**How can this be applied to** students with disabilities, gender fluid/transgender students, international students, and undocumented students

# Equity-minded Practices in Syllabi

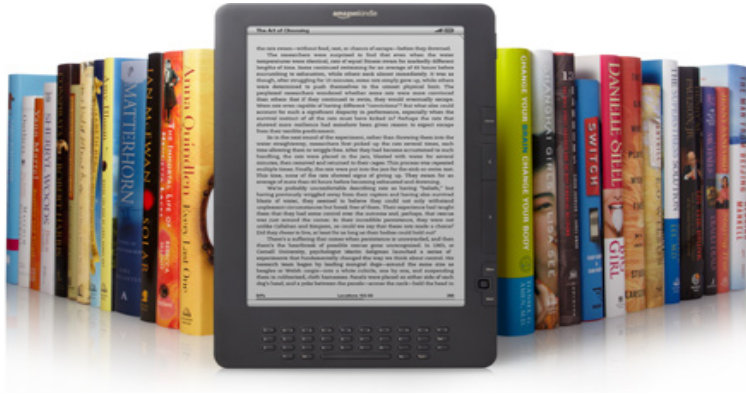
- **Demystifying** college policies and practices
- **Welcoming** students and creating a classroom culture in which they feel cared for
- **Validating** students' ability to be successful
- **Creating a partnership** in which faculty and students work together to ensure success
- **Representing** a range of diverse experiences and backgrounds in assignments, readings and other materials
- **Deconstructing** the presentation of dominant culture (White, Heterosexual, Cisgender, Able-body....etc.) students as the "norm"



# Skills for Creating Inclusive Environments

- 1. Understanding perceptions and assumptions an impact of identity in the classroom**
- 2. Noticing and Managing Dynamics**
- 3. Asking questions that produce discussion and reflection.**
- 4. Reflecting:** The process of paraphrasing and restating both the feelings and words of the speaker.
- 5. Redirecting:** Moving the question, statement, or conversation back to the speaker or other's in the room
- 6. Encouraging sharing of experience and ideas.**
- 7. LARA/I:** Listen, Acknowledge, Respond, Add Information and/or Inquiry
- 8. The 5 D's:** Distract, Delay, Delegate, Direct & Document

# Good Reads



Adams, Maurianne, Lee Anne Bell, and Diane J. Goodman (2016). Eds. *Teaching for Diversity and Social Justice*. New York: Routledge

Chemerinsky, E., & Gillman, H. (2017). *Free speech on campus* . New Haven ;: Yale University Press.

DiAngelo, R. (2018). *White fragility : Why it's so hard for White people to talk about Racism*. Boston, Massachusetts: Beacon Press.

Evans, N., Broido, E., Brown, K., & Wilke, A. (2017). *Disability in Higher Education : a Social justice Approach* . Hoboken, New Jersey: Jossey-Bass, a Wiley brand.

Lee, A., Poch, R., O'Brien, M., Solheim, C., & Felten, P. (2017). *Teaching Interculturally : A Framework for Integrating Disciplinary Knowledge and Intercultural Development* (First edition.). Sterling, Virginia: Stylus Publishing.

Linder, C., Harris, J., Allen, E., & Hubain, B. (2015). *Building Inclusive Pedagogy: Recommendations From a National Study of Students of Color in Higher Education and Student Affairs Graduate Programs*. *Equity & Excellence in Education*, 48(2), 78-194.

Loewen, James (2007). *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York: Touchstone, 2007.

Nicolazzo, Z., Renn, K., & Quayle, S. (2017). *Trans\* In College : Transgender Students' Strategies for Navigating Campus Life and the Institutional Politics of Inclusion* (First edition.). Sterling, Virginia: Stylus Publishing, LLC.

Sue, D. (2010). *Microaggressions in everyday life race, gender, and sexual orientation* . Hoboken, N.J: Wiley.