

Equity Practices List

What is Equity-Mindedness (*from the Center for Urban Education*):

“The term, ‘Equity-Mindedness’ refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education.”

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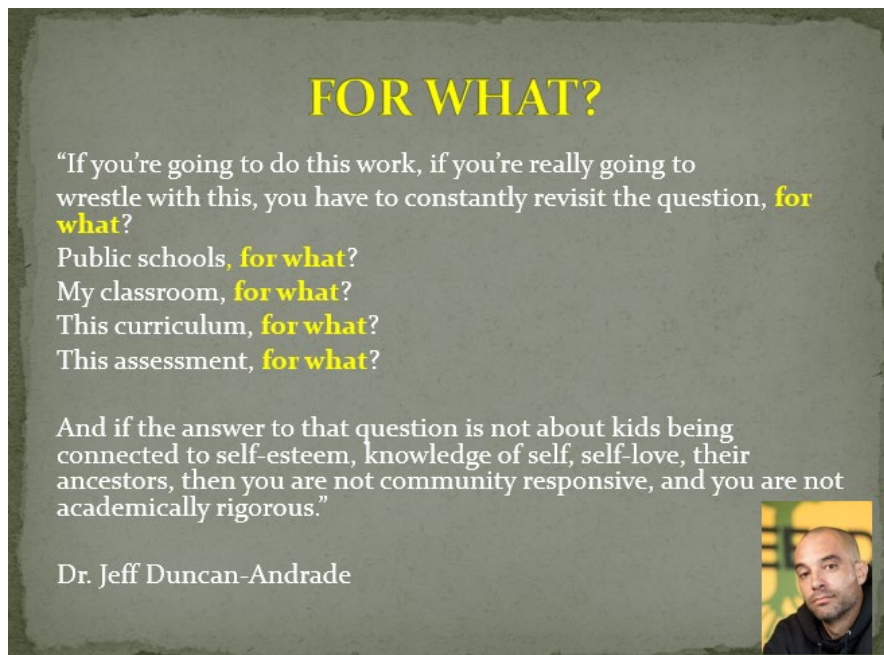
1. Explore your own social and cultural identity and consider how that informs who you are and what you bring into the classroom, the office, the workspace, etc.
2. Examine your own privilege and consider how that may impact teaching approaches, service to students, and/or inform bias.
3. Identify support you need to help you question your assumptions.
4. Treat students as individuals with needs and interests, not as cultural stereotypes.
5. Value student experiences and stories and provide opportunities for students to share theirs if they so choose.
6. Raise personal awareness of the diversity in your class/service area and our campus: different cultures, communities, and lived experiences. *This may include attending/reflecting upon Ethnic Studies events.*
7. Learn more about the history and experiences of diverse groups on our college campus. *This may include attending/reflecting upon Ethnic Studies events.*
8. Consider potential issues of bias by looking at student identity and success rates.
9. Take time to try to understand (both individually and in community) the demographics of the students we are teaching or helping and how that impacts (or doesn't) our practices and interactions.

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10. Have conversations with students and colleagues to understand how their experiences impact student success rates.
11. Pay attention to power dynamics and consider its impact on the performance and well-being of students and colleagues, as well as on decision making, actions, etc.
12. Explore the concept of student-centeredness and consider how we can make our work more student-centered.
13. Support students in making connections between what they already know to what they are learning.
14. Invite students to look at and question the ways in which they are being assessed.
15. Create a space for students to speak, question, and challenge ideas. This may include providing space for metacognitive reflection.
16. Structure classes for more equitable participation.
17. Provide space for students to process what they are learning.
18. Increase student agency by providing space for students to build their own knowledge.
19. Increase student agency by providing more choice.
20. Increase student agency by providing opportunities to have more control of their own learning in the classroom.
21. Increase student agency by providing a space for them to teach others and learn from one another.
22. Be proactive in introducing/connecting students to resources to meet them where they are.
23. Work to better understand how racism, sexism, and other biases may have contributed to unequal outcomes.
24. Actively work against looking at students through a deficit-lens.
25. Examine course, program, or service policies and practices (which can include grading practices) to promote equity.

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26. Working collaboratively to help identify where equity lives on our campus and considering how we can build upon what is working well.
27. Working to address and raise awareness of deficit language in class and/or institutional documents. This should include updating documents with student assets and inclusive language in mind.
28. Working to recognize and de-emphasize deficit language in the way we provide feedback and engage with students.
29. Do more to support students with accessibility needs.
30. Learn more about what it means to be culturally and community responsive.
31. The Jeff Duncan-Andrade Question (applies to the classroom and to the entire institution): Consider whether or not documents, practices, policies, assessments, and assignments reflect student “self-esteem, knowledge of self, self-love, and [love of] ancestors.” Reflect upon how this might help re-examine or change what we are doing.



**All are encouraged and invited to add or suggest modifications to the list.

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