ANTIRACIST TEACHING OBJECTIVES	SAMPLE PRACTICES	RESOURCES FOR AI American Institutions (SELF-EVALUATION)
OBJECTIVE 1 Course content is inclusive/accessible for students to process with their own unique abilities and strategies.	When designing your accessible course, keep the following practices in mind: • Checking videos for correct closed captioning • Ensuring your digital content is not scanned or in exclusively graphic format • All images must include Alt-Text • Check that all software requirements of the course are accessible, or an Equally Effective Alternative Action Plan has been created. • Course is free of graphics/gifs that have flashing effects (Seizure inducing). • Required internet/software tools used to display content are available to all students. (If a student doesn't have necessary equipment or internet access, they can be referred to IT)	**Tools, Training & Support** Otter.ai Kurzweil Accessible Syllabus Checklist Kevin Gannon, "How to Create a Syllabus: Advice Guide"
OBJECTIVE 2 Students are offered multiple opportunities to demonstrate knowledge (via assessment strategies) in ways that are best aligned to their own unique abilities.	• When assessing students informally or formally in a given activity, provide your students with opportunities to demonstrate knowledge in multiple ways. Examples include: • Summarizing or critiquing an article via recorded response, written response, or drawing. • Give students multiple options to complete a final project - Recorded presentation, infographic, poster, etc.	**Tools, Training & Support** ArcGIS Story Maps Audacity Smithsonian Learning Lab Jamie Goodall, "Class Assignments for Undergraduate Students in History" Christopher Jones, "Assigning the Unessay in the U.S. Survey"

		Emily Contois, “Teaching the Unruly Unessay”
OBJECTIVE 3 Assessments and feedback are provided in such a way that allows students to self-assess their own strengths, learning gaps, and needs.	• Before assessing formal assessments (large projects, essays, etc.) create a rubric that students can use to evaluate their own work - BEFORE you evaluate them with the same criteria. This will allow them to self-identify their own strengths and learning gaps so that they can improve their work before final submission. • Provide students with a checklist that aligns to an assessment’s guidelines and expectations. Allow students to use the checklist to self-assess their own work before submission.	**Tools, Training & Support** Checklist, “Equal Access: Universal Design of Instruction” UDL Guidelines
OBJECTIVE 4 Course content, student activities, instructional strategies, and assessments emphasize and support the maintenance of students’ diverse, multiple, and intersectional identities.	When discussing how your course’s concepts impact matters of race, gender, sexuality, language, ability, socio-economic status (etc.) challenge students to consider how these identities intersect with one another. For example: o If examining a topic that relates to women’s rights - focus on the rights of those women who have been the most oppressed - Black, Latinx, Asian American, Native American, and trans women.	**Tools, Training & Support** Inclusive Statements to Add to Syllabi Gender Identity and Inclusivity Guide Teaching People’s History: The Zinn Education Project Teaching Racial & Social Justice Series: Creating LGBTQ-Inclusive Learning Environments Laura Ansley, “Singular They: Nonbinary Language in the Historical Community”

		Paul Hernandez, *The Pedagogy of Real Talk: Engaging, Teaching, and Connecting With Students At-Promise*
OBJECTIVE 5 Course content, student activities, instructional strategies, and assessments foster and empower student competence, student agency and the desire to effect change.	When learning about matters of anti-blackness, racism, racial inequality, or homophobia (either internal or external to your course), provide an outlet for students to explore their interests via agency and action within the context of your field. For example: o Joining a protest o Engage in civil action or discourse o Connecting with local non-profit agencies o Developing new community resources o Starting/facilitating a grassroots organization	**Tools, Training & Support** Thurka Sangaramoorthy and Joseph B. Richardson Jr., "' Black Lives Matter' Without Black People?" Kelly Schrems, "Protest as an American Tradition: Narrative Discourse in the American History Survey"
OBJECTIVE 6 Course content, student activities, instructional strategies, and assessments develop cultural knowledge that is co-constructed through students' lived experiences and that normalizes sharing, critiquing, reviewing and renewing.	• When exploring new concepts in your course, begin by having your students connect these concepts with their own lived experiences. Teach from a place that decenters "expertise" from yourself to a place of shared understanding that takes your students' experiences into consideration. • Create a space where students can safely explore, share, and renew their own understanding of your course's concepts, while critiquing each other's perspectives. • Allow students to locate and choose their own resources when exploring and unpacking a module or course concept.	**Tools, Training & Support** Amanda Christy Brown and Holly Epstein Ojalvo, "Express Yourself: Crafting Social Location Maps and Identity Monologues" Yale Poorvu Center for Teaching and Learning, "Effective Class Discussions"
OBJECTIVE 7	• Begin each course by getting to know your students (via "all about me surveys," journal	**Tools, Training & Support**

Course content, student activities, instructional strategies, and assessments are aligned to student assets (content knowledge background, learning strengths, ethnicity, race, socio-economic status), resources, linguistic resources, student interests and aspirations).	activities, discussion introductions, etc.), identifying their strengths and assets, and finding patterns. Once this is done, craft your lessons in a way that builds upon these assets to support student motivation and engagement. • Provide comments and feedback to students in a way that draws and builds upon their assets and strengths.	Cathy N. Davidson and Shelly Eversley, *"Practicing the Equitable, Transformative Pedagogy We Preach"*
OBJECTIVE 8 Course content, student activities, instructional strategies, and assessments address student barriers (content knowledge background, learning challenges, cultural (ethnicity, race, socio-economic status) backgrounds, linguistic challenges).	• Begin each course by getting to know your students (via "all about me surveys," journal activities, discussion introductions, etc.), identifying their learning needs and finding patterns. Once this is done, craft your lessons in a way that addresses these needs to support student motivation and engagement. • Provide quick writing assessments at the beginning of the semester to learn about your student's current knowledge as it pertains to the topics that you are teaching. Find out where there might be learning gaps and address them in your course accordingly. • Learn about your students' access to educational technology and access work and study opportunities. If for example, you find that students work multiple jobs while going to school full time, take this into consideration when planning for homework tasks.	**Tools, Training & Support** Katherine Foshko Tsan, "Open Educational Resources in History: A State-Of-The-Field Essay"
OBJECTIVE 9 Course content, student activities, instructional strategies, and assessments are developed through a lens that: A) Explores racial justice	• Investigates how central topics in your course can lead to the systemic fair treatment of all races through proactive and preventative measures.	**Tools, Training & Support** Jarvis R. Givens, "Fugitive Pedagogy: The Longer Roots of Antiracist Teaching"

issues; B) Provides opportunities for students to think critically about race and racism and their intersections with the course's central concepts; C) Confronts and disrupts racial inequities (in the classroom and as related to the course's central concept); D) Normalizes a critical lens; E) Actively de-centers whiteness.	• Explore and interrogate stories related to your course's topics that are connected to matters of race, racial inequality, and/or racism. • Provide opportunities for your students to critique the status quo as it pertains to your courses' central concepts. • Actively help your students understand how your course's topics directly impact communities of color.	
OBJECTIVE 10 Instructors interrogate, confront, abolish, and redevelop course content, student activities, instructional strategies, and assessments that are steeped in white supremacist, oppressive, deficit-oriented, and racist underpinnings.	• Reflect on your course and complete a curriculum audit that identifies resources, teaching practices, and assessments that are informed by white supremacy. • Reflect on your course and complete a curriculum audit that identifies resources, assessments, and teaching practices that may represent bias or dominant narrative. • too can be part of the knowledge construction experience. • Ex 1: The resources in your course reflect a "single story" that is often dominated by a cisgender white narrative, as opposed to reflecting a variety of voices, narratives, and perspectives. • Ex 2: When teaching controversial topics, or communicating with students, instructors shy away from "uncomfortable" topics that directly impact the lives of those who have been historically marginalized or minimize the impact of such marginalization.	**Tools, Training & Support** Justin Gomer and Christopher Petrella, "White Fragility, Anti-Racist Pedagogy, and the Weight of History" The Apotheke, "3 Steps to Implementing Antiracist Pedagogy" Jay Timothy Dolmage, *Academic Ableism: Disability and Higher Education*

OBJECTIVE 11 Courses have a space that allows students to critique and challenge, and provide feedback to instructors when students face oppression, or are not represented or heard.	• Provide students with opportunities for feedback - such as weekly or quarterly anonymous feedback forms. • Create a space where you acknowledge that mistakes will occur, but that you are ready to learn from it. • Welcome feedback and criticism and try to not be reactive when students call you out. • Adapt an Early-Term Feedback Survey as an opportunity for students to provide feedback.	**Tools, Training & Support** Lee Warren, "Managing Hot Moments in the Classroom"