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It's a START:
Supporting Intergenerational Change Teams to Build Anti-Racist Courses and Curricula

June 2021

BROWN
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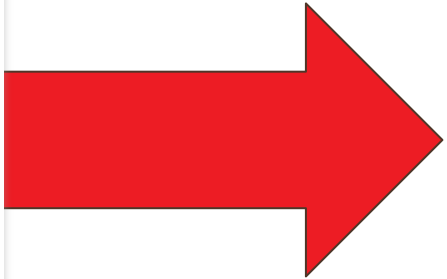
Why START (Seminar for Transformation Around Anti-Racist Teaching)?

Aspect of System to be Changed	Prescribed	Emergent
Individuals	I. Disseminating: CURRICULUM & PEDAGOGY Change Agent Role: Tell/Teach individuals about new teaching conceptions and/or practices and encourage their use. *Diffusion* *Implementation*	II. Developing: REFLECTIVE TEACHERS Change Agent Role: Encourage/Support individuals to develop new teaching conceptions and/or practices. *Scholarly Teaching* *Faculty Learning Communities*
Environments and Structures	III. Enacting: POLICY Change Agent Role: Enact new environmental features that Require/Encourage new teaching conceptions and/or practices. *Quality Assurance* *Organizational Development*	IV. Developing: SHARED VISION Change Agent Role: Empower/Support stakeholders to collectively develop new environmental features that encourage new teaching conceptions and/or practices. *Learning Organizations* *Complexity Leadership*

Intended Outcome



Borrego, M., & Henderson, C. (2014)

Quick Zoom Chat

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Intended Outcome

On your campus, in which quadrant(s) would you locate DEI-related change efforts - and why?

Borrego, M., & Henderson, C. (2014)

Photo by Miguel Á. Padriñan from Pexels

- Critical reflection of ourselves as instructors and learners
- Course content and teaching approaches
- Institutional change

(Kishimoto, 2018)

Seminar for Transformation around Anti-Racist Teaching (START)

Change teams will:

January

Examine positionalies as instructors and learners.

Engage in core frameworks around anti-racist and inclusive teaching.

Feb - Apr

Enhance the syllabus for AY22 course to enhance equity and inclusion.

June & Sept

Enact a feasible change project & evaluate outcomes.

Application Process

Dear Seminar for Transformation around Antiracist Teaching (START) Organizers,

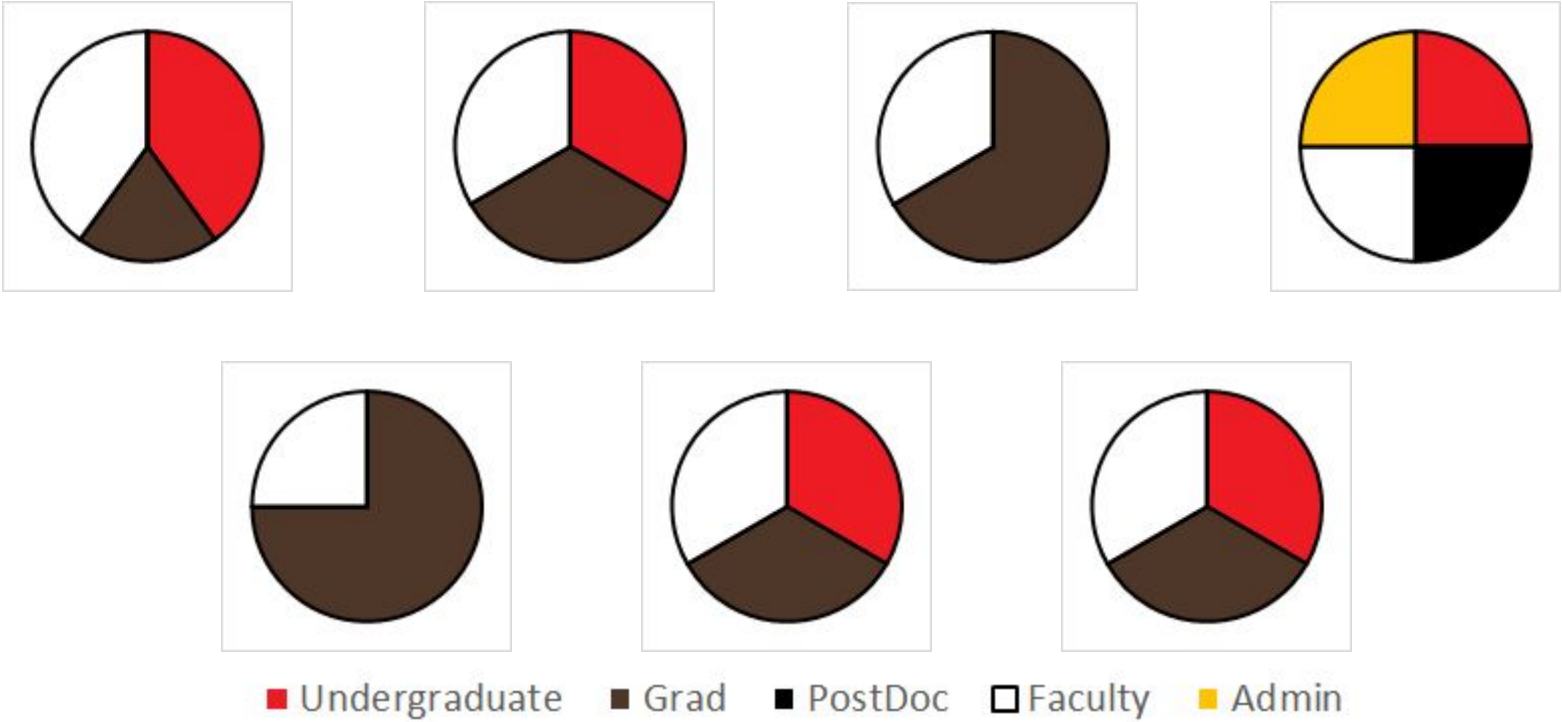
Thank you for considering our Department START team's application for your program. Its members have long been actively engaged in effective DEI efforts within our Department and we support their application to your Program. Our Department is eager to incorporate antiracist practices into our Chemistry curriculum, including into our General and Organic Chemistry lectures and labs. We look forward to this team establishing best antiracist teaching practices and fostering conversations around this topic within our Department. I will ensure that this team will be given a platform to report its findings to our faculty and larger Chemistry community once it finishes the program this fall.

Participants

Chemistry
Classics
Hispanic Studies
Mindfulness
Music
Pathology & Lab Medicine
Portuguese & Brazilian Studies

3 Chairs
7 Faculty, Postdocs & Academic Staff
9 Graduate Students
6 Undergraduates

Perception, Power, and Practice: Intergenerational Teams



January Institute 2021:
Building Community and Integrating the Classroom into the Real World

Guest Speakers

Don King
(building community)

Bryan Dewsbury
(breaking down barriers)

Spring Session

From Anti-Racist Goals
To A Transformed Course

Perception, Power, and Practice: Anti-Racist Learning Goals

Power Conscious Assessment and Assignment Design

padlet

Eric Kaldor + 14 • 17d

Pathology and Laboratory Medicine START

Course Transformation Ideas

Perceptions of discipline within our power to change

Anonymous 17d

STEM disciples are not impacted by society.

3

Anonymous 17d

Human biases do not impact our interpretation of the natural world.

Course Learning Outcomes Tran

Anonymous 17d

Included discussion environmental justi racism as determin health.

These were in the form based discussion pron class discussions.

0

Anonymous 17d

Assessment Transformed

Anonymous 17d

Modified final podcast assignment to allow students the opportunity to select an environmental health topic of their choice.

The original assignment asked students to tell the story of a northeast Superfund Site and how it came to be contaminated as well as the lasting impact of the contamination on the communities

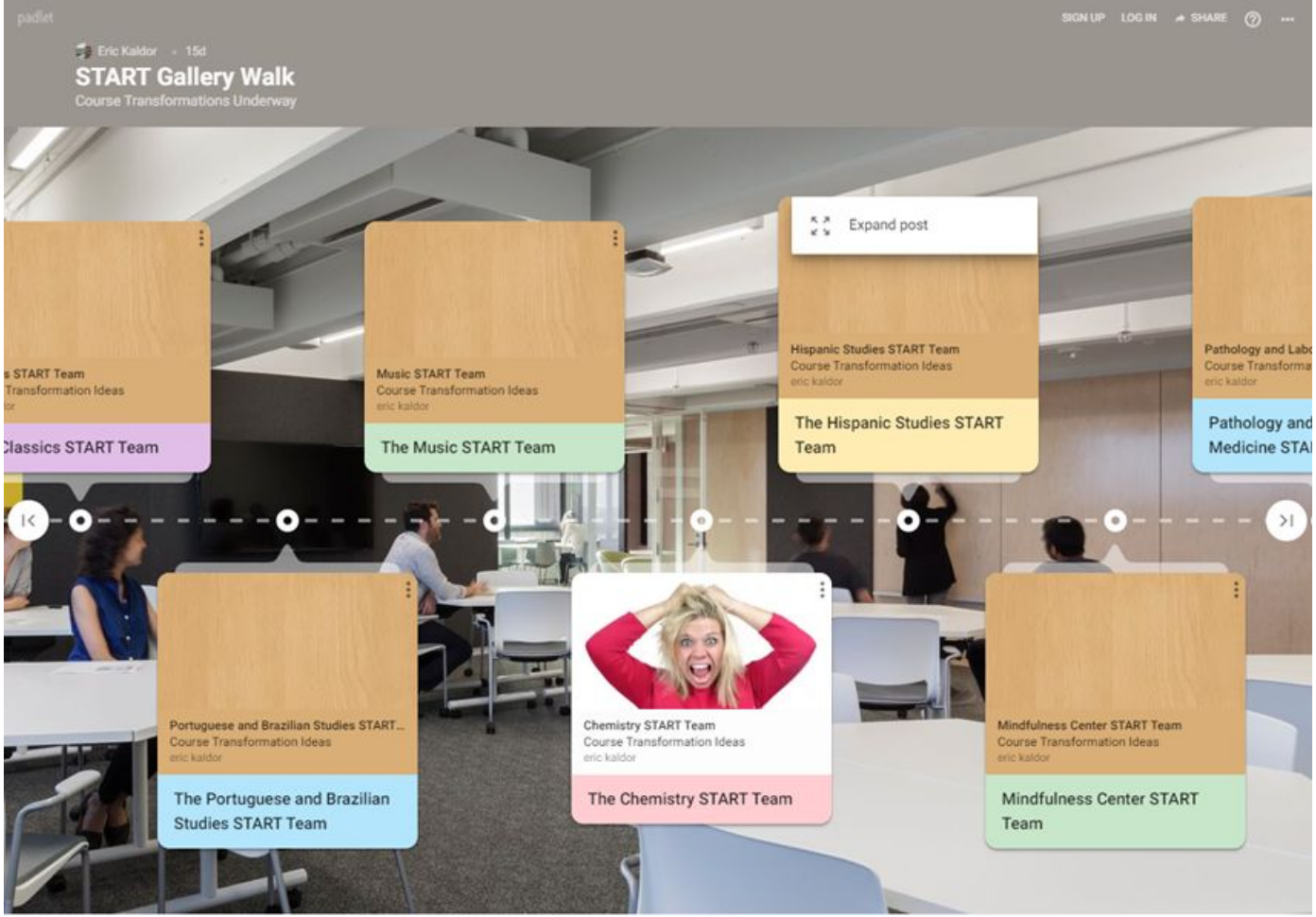
Learning Activities Transformed

Anonymous 17d

Read and discussed a critical race theory paper.

To broaden our discussion, we analyzed the following paper:

- Yosso*, Tara J. "Whose culture has capital? A critical race theory discussion of community cultural wealth." Race ethnicity and education 8.1 (2005): 69-91.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Course Transformations Underway
Expand post
Classics START Team
Transformation Ideas
Music START Team
Course Transformation Ideas
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The Music START Team
Hispanic Studies START Team
Course Transformation Ideas
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The Hispanic Studies START Team
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Portuguese and Brazilian Studies START...
Course Transformation Ideas
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The Portuguese and Brazilian Studies START Team
Chemistry START Team
Course Transformation Ideas
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The Chemistry START Team
Mindfulness Center START Team
Course Transformation Ideas
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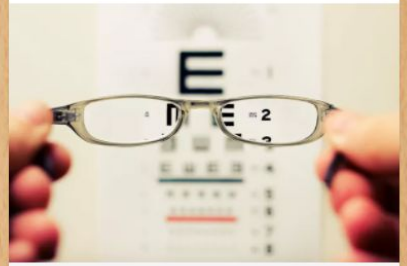
Mindfulness Center START Team

Where can you start (or amplify) change on your campus?

What perception(s) are you striving to change?



Add comment

What is within your power to change?

Add comment

What practices can you begin to sustain change?

$$\text{power} = \frac{\text{force} \times \text{distance}}{\text{time}} = \frac{\text{work}}{\text{time}}$$

Add comment

References

Borrego, M., & Henderson, C. (2014). Increasing the use of evidence-based teaching in STEM higher education: A comparison of eight change strategies. *Journal of Engineering Education, 103*(2): p. 224.

Kishimoto, K. (2018). Anti-racist pedagogy: From faculty's self-reflection to organizing within and beyond the classroom. *Race, Ethnicity, and Education, 21*(4): 540-554.