Questions to Guide Your Anti-Racist Instruction

Designing and delivering anti-racist pedagogy requires sustained study by the faculty member and intentional integration of anti-racist materials and practices into your courses. As you begin introducing anti-racist pedagogical practices into your work, ask yourself the following questions:

1) What are the expectations of success in my course?
2) Are my ideas of success rooted in White supremacist ideologies?
3) What ideologies are my expectations of students rooted in?
4) How are racial identities present or absent from my discipline? What do I do to mitigate this in my courses?
5) Do I include marginalized voices and perspectives in my curriculum?
6) Do my lectures allow for critique of dominant White racial narratives?
7) In what ways have I decentered whiteness in my course?
8) How does my positionality influence my teaching of the content?
9) How will my positionality influence the way students engage with me? Engage with the course?
10) How have I prepared to respond to racial tensions or microaggressions?
11) Do my assignments allow for diverse responses?
12) Are my assessments authentic? Do they allow for varied student expression that raises sociopolitical consciousness?
13) Have I actively reflected on previous class sessions to inform my instruction?
14) Have I sought outside perspectives on my course or course content?
15) Have I created opportunities for students to express their concerns about course content?