Antiracist Resources for Teaching, Learning, and Assessment of Student Learning
National Institute for Learning Outcomes Assessment (NILOA)
https://docs.google.com/document/d/1G702ruyVvFbpt3fk8ajVyda23PkJy97522b9Gvs1s/edit?pli=1

We’ve (NILOA) compiled a list of curated resources to assist in your journey in antiracist teaching, learning, and assessment of student learning:

Organization Statements:
- ACPA Imperative for Racial Justice and Decolonization
- Black Lives Matter Statement from Student Affairs Assessment Leaders
- Council on the Advancement of Standards (CAS) Governing Board Statement on racism, injustice, and brutality
- AIR Statement on Racial Injustice
- Anti-racist and equity-producing facilitation protocols

Compilation of Resources:
- Becoming an Anti-Racist Educator (Wheaton College (MA))
- Resource Guide: Anti-racist and equity-producing facilitation protocols
- Scaffolding Anti-Racist Resources
- Guide: The Anti-Racist Discussion Pedagogy
- Left Out Report

Articles:
- ‘We Can’t Ignore This Issue’: How to Talk With Students About Racism
- Ethical Use of Data for Diversity, Equity, and Inclusion (Association of Institutional Research)
- Interrogating Your Discipline, and Other Ways Into Anti-Racist Teaching
- Handling Student Pushback (Teaching, weekly online newsletter)
- Examining Critical Theory as a Framework to Advance Equity Through Student Affairs Assessment
- Epistemology, Pedagogy, and Student Affairs Assessment: A Voluminous Framework for Equity
- Connecting Assessment and Strategic Planning to Advancing Equity on Campus
- Creating Antiracist Spaces Where Black Students Can Breathe and Thrive
- How Can We Be Antiracist Institutional Researchers?
- IR is a Critical Partner in Diversity, Equity, and Inclusion Work
- Educating Our IR Offices on Diversity, Equity, and Inclusion
- Thoughts on Creating an Inclusive Environment in Online Classes

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● How Can Professors Bring Anti-Racist Pedagogy Practices Into the Classroom?

Blogs:
● Responding to Microaggressions in Online Learning Environments During a Pandemic

Tools:
● The Intercultural Learning Hub’s Digital Toolbox
● Office of Community College’s Research and Leadership Equity-Centered Comprehensive Needs Assessment Toolkit
● Center for Urban Education (CUE) Syllabus Review Guide: A inquiry tool for promoting racial and ethnic equity and equity-minded practice

Games to engage students:
● Privilege Monopoly: An Opportunity to Engage in Diversity Awareness
● Intergroup Monopoly: A Lesson on the Enduring Effects of Inequality
● Using Monopoly to Introduce Concepts of Race and Ethnic Relations
● Classroom Exercises: Inclusion of Socioeconomic Status in Psychology Curricula

Webinars:
● Council on Foreign Relations, Higher Education Webinar: Racial Equity Initiatives in Higher Education
● NeEAN webinar on Antiracist Pedagogy: From Faculty to Design and Assessment

Papers:

Resources from Student Affairs Assessment Leaders (SAAL):
Learning about antiracism and Black Lives Matter:
  - Antiracism reading guide
  - Black Lives Matter reading list
  - Scaffolded reading list on antiracism
  - Talking about Race from the National Museum of African American History & Culture

Implementing equity-centered and socially just strategies in our assessment practice:
  - Educate yourself on critical assessment theory and practice and share with others.
  - Be active and engaged in forwarding anti-racist work in all the ways that you can. Equity and inclusion are not add-ons to our work, but should always be centered in what we do.
  - Develop an equity scorecard to highlight strengths and opportunities to advance equity.
  - Invite people with diverse and justice-oriented perspectives to the table, especially when developing measures and learning outcomes.

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· Engage in **methodological pluralism**. One method of data collection fosters one way of telling a story.
· When analyzing and interpreting data, pull together a diverse group of individuals to do so. If you are interpreting data regarding historically underrepresented students, engage with such students to facilitate the opportunity to inform and shape the narrative.
· Disaggregate data to explore diverse lived experiences. Relying on averages masks the margins. In addition to data disaggregation, conduct within-group analysis rather than assuming homogeneity.
· When interpreting data related to historically marginalized groups, work to avoid fostering stereotyping or taking a deficit-based approach. Include students in the interpretation to contextualize the data.
· When conducting cross-group analysis and comparisons: 1) use approaches that do not require a large N, effectively silencing marginalized groups 2) do not compare historically marginalized students to white students without contextualizing their experiences.
· Work with diverse groups to develop assessment questions so that questions are not chronically reflective of historically dominant perspectives.

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