

Antiracist Resources for Teaching, Learning, and Assessment of Student Learning National Institute for Learning Outcomes Assessment (NILOA)

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:

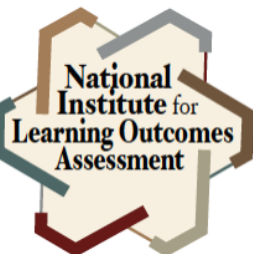
- [ACPA Imperative for Racial Justice and Decolonization](#)
- [Black Lives Matter Statement from Student Affairs Assessment Leaders](#)
- [Council on the Advancement of Standards \(CAS\) Governing Board Statement on racism, injustice, and brutality](#)
- [AIR Statement on Racial Injustice](#)

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](#)
- [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:

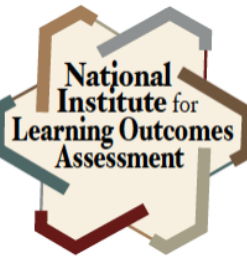
Resources from Student Affairs Assessment Leaders (SAAL):

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.
- 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.