

Faculti Summary

<https://faculti.net/enacting-equity-by-design/>

This video discusses the concept of equity-mindedness, which was developed to address disparities in educational outcomes for minoritized students at colleges and universities in the United States. The speaker highlights how initial reactions to data on inequities often led faculty to blame student deficiencies rather than institutional failures. Thus, equity-mindedness shifts the focus from students' perceived shortcomings to examining how institutions can better support all students, especially those from marginalized backgrounds.

Key points include:

1. **Shift in Perspective**: The speaker emphasizes changing the narrative around educational success to focus on institutional practices rather than student readiness or motivation.
2. **Awareness of Racial Identity**: Faculty must recognize how their racial identities can affect students who have faced marginalization throughout their lives.
3. **Use of Data**: Equity-mindedness involves institutions using data to reflect on their practices and student outcomes by race and ethnicity, rather than only focusing on overarching institutional data.
4. **Tools for Change**: The speaker describes developing a syllabus review tool and other resources that help faculty modify their teaching practices to be more inclusive and supportive.
5. **Long-term Commitment**: Effective change requires sustained effort and engagement within institutions, as opposed to quick fixes or superficial initiatives that often arise in response to social justice movements.

Overall, the text argues that for meaningful progress towards racial equity in education, changes must come from an acknowledgment of institutional practices, commitment to deep and sustained changes, and a thorough examination of how these practices disadvantage minoritized students.