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# Questions to Guide Your Anti-Racist Instruction

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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?