

# HEALTH EQUITY VIA ANTI-RACIST TEACHING

## EXECUTIVE SUMMARY

This moment has put a spotlight on the ways that the public health field must claim racism as a public health issue and become explicitly anti-racist to advocate for institutional and systemic changes. Currently, people who train future public health professionals have little guidance on anti-racist pedagogy and practices specific to public health, and it is unclear how institutions can develop capacity among instructors to deliver anti-racist public health training.

### Dissemination Plan:

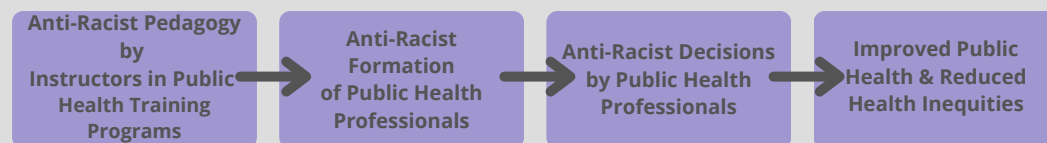
The MOOC is planned for integration into U-M's annual required Diversity, Equity, & Inclusion faculty training.

Publish our anti-racist public health pedagogy framework and our lessons learned in public health journals, and present it at APHA.

Create a toolkit for institutions to utilize the MOOC, and disseminate it by hosting a webinar on Training Health Faculty in Anti-Racist Practices.

Work with existing partnerships such as the HRSA-funded Region V Public Health Training Center to distribute the MOOC and our findings.

## THEORY OF CHANGE:



## PROJECT AIMS:

### 1 DEVELOP A MASSIVE OPEN ONLINE COURSE ON ANTI-RACIST PUBLIC HEALTH TEACHING WITH INPUT FROM KEY STAKEHOLDERS:

- Center for Research on Learning and Teaching (CRLT): Expertise in anti-racist pedagogy research and online course design
- Steering committee: Input from the cutting edge of the field to course development, implementation, and dissemination
- U-M working group: University faculty & students provide guidance on research and the MOOC specific to the discipline
- Survey respondents: Faculty survey respondents report on content they would like to learn related to anti-racist pedagogy for public health and its delivery
- Focus group respondents: U-M faculty & students and SE Michigan public health practitioners evaluate specific pieces of MOOC content

### 2 PILOT TEST A MOOC ON ANTI-RACIST TEACHING FOR PUBLIC HEALTH

We aim to enroll 80 U-M Public Health faculty members and administer a survey before and after they take the course to determine its effectiveness in terms of faculty awareness of anti-racist principles, self-efficacy to adopt anti-racist principles, and plans for teaching using anti-racist principles.

### 3 IDENTIFY INSTITUTIONAL BARRIERS TO FACULTY ADOPTING ANTI-RACIST TEACHING PRINCIPLES

The data we collect from the project could help inform policy changes for faculty training and policy changes at the institutional level that remove barriers to anti-racist teaching.