

Equity Statement

The modern classroom, in almost any context, is a diverse classroom. That diversity stems from many sources: race, background, gender identity, upbringing, socioeconomic status, language, culture, and other significant influences. This diversity gives rise to multiple groupings, often representing marginalized communities within these categories. Many students may come from multiple marginalized backgrounds.

Through my corporate career, I taught in many countries, most notably Mexico, India, and the Philippines. Teaching young adults in these settings reshaped my approach to education, challenging me to adapt to cultural, linguistic, socioeconomic, and identity differences to create a welcoming classroom. The challenge was often making students feel comfortable enough early in class to share their needs or unique identities, so I could adjust the syllabus to meet them. The richness of these experiences was so powerful that it inspired me to transition into full-time education.

As an educator, I know that every class is different, and no matter what I have learned in the past, the next group of students may have needs that I have not yet encountered. My doctoral dissertation focused on Servant leadership and its ideal fit for educators, as it involves a leap of faith in students, especially when there is no easy answer. This is a risk I have taken in the past and will take again when privileged to stand in front of a group of students.

Classroom equity depends on recognizing the significance of group identities that shape the classroom while still connecting with students as individuals. True equity means ensuring that marginalized groups have equal access at every level of learning, including course design, assessment methods, and class participation, while also honoring each student's uniqueness. Achieving this requires both a personal, empathetic perspective and a commitment to analyzing and acting on disaggregated data as the class progresses. Success grows from intentional design and from a teacher's willingness to adapt instruction as student needs emerge throughout the course.