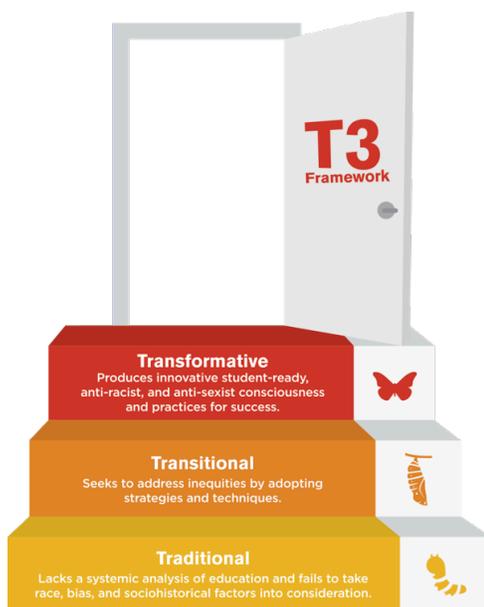


The Equity Institute and the T3 Framework

The art and science of teaching requires educators to be both passionate and creative about the transformative power of learning. However, within formal educational settings, passion and creative energy can be difficult to harness amidst the humdrum of getting through a unit and grading assignments. Advocates of humanizing pedagogy also argue that compassion and connection are lost at the expense of privileging the course material. “These humanizing pedagogies and practices foster inclusion in the classroom and can lead to transformative learning experiences that heighten students’ critical consciousness and understanding of the negative systems effects of bias and discrimination in the lives of historically marginalized people across the globe” (Carter Andrews & Castillo, 2016). To honor the agency of students in the learning process and ignite an excitement about learning, it is imperative that educators examine their tools and practices. At the Equity Institute (EI), we have developed the T3 Framework (Traditional, Transitional, and Transformative) for analyzing educators’ tools, practices, and systems.

At EI, we wholeheartedly embrace award-winning educator Dr. Lisa Delpit’s declaration, “We do not really see through our eyes nor hear through our ears, but through our beliefs.” As counselors, our values are evident in our professional and personal identities, pedagogical practices, and management of the changing structures of our institutions. A thorough analysis of these aspects of our counseling practices require counselors to have a practical framework to assess their approach to various aspects of course design. The T3 framework encourages counseling faculty and academic advisors to measure the foundational aspects of their counseling practices by critiquing the lens under which the tools were developed.



A **Traditional** approach reflects the current approach to counseling and advising, which is yielding us the equity gaps we’re currently experiencing within our institutions. **Transitional** practices include modest modifications to the traditional lens; however, they do not interrogate the root challenges that lead to inequitable outcomes. However, a **Transformative** consciousness and practice addresses the historical and sociopolitical causes of the inequities found in education and encourages educators to engage in data-informed efforts to repair and restore our educational systems. It also encourages educators to examine and improve their individual teaching methodologies to engender success for all students. Educators are typically at different points of the scale in terms of being Traditional, Transitional, or Transformative, with their approach often depending on the tool or practice being assessed.

The fundamental question that drives the research, publications, and professional development experiences of the EI is “Are we teaching the material or the student?” Understanding that many of our institutions are

composed of students from diverse racial backgrounds and that many students also have multiple intersecting identities, the EI is intentional in excavating the implicit and explicit biases that exist in education and focusing attention on solutions from an anti-sexist and anti-racist lens. Essentially, T3 is an anti-sexist, anti-racist, and transformative methodology to eliminate exploitation, barriers to student success, and equity gaps in education. At the EI, we honor and value educators and are committed to supporting our colleagues on their journey to becoming transformative forces in the lives of students and our greater global community.