

## Book Review

# ***Promoting Equity and Justice Through Pedagogical Partnership* by Alise de Bie, Elizabeth Marquis, Alison Cook-Sather, and Leslie Patricia Luqueño**

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### **Introduction**

*Promoting Equity and Justice Through Pedagogical Partnership* is an essential resource for educators committed to fostering inclusivity in their classrooms and across educational institutions. Written by experienced practitioners and researchers, the book offers a practical framework that emphasizes the role of pedagogical partnerships in advancing equity. The authors provide actionable strategies for addressing the needs of diverse student populations, including LGBTQIA+ students, students of color, first-generation students, and other historically marginalized groups. By focusing on how educational partnerships can challenge systemic inequities, the authors present a compelling case for rethinking power dynamics, promoting empathy, and ensuring that inclusion extends beyond rhetoric.

### **Framework of Violence, Harm, and Injustice**

Central to the authors' argument is a framework that distinguishes between violence, harm, and injustice within academic contexts. They define *violence* as the reinforcement of dominant structures by institutions or individuals, *harm* as the adverse experiences endured by equity-seeking students, and *injustice* as the overlap of violence and harm. This framework is essential for understanding the dynamics in educational settings. Pedagogical partnerships open the door for inclusive improvement and meaningful change, moving beyond the common institutional temptation to obscure these issues behind closed doors. This resonates with Kimberlé Crenshaw's (1989) concept of intersectionality, which highlights how overlapping social identities contribute to unique experiences of oppression and exclusion.

### **Inclusion Beyond Rhetoric**

The authors critically examine the representation of marginalized individuals in positions of power, noting that opportunities are often disproportionately afforded to white individuals. They emphasize that while institutions may profess commitments to diversity and inclusion, these often remain superficial without corresponding actions. As Hoffman and Mitchell (2016) point out, the term "inclusion" can be reduced to institutional rhetoric lacking real substance. This underscores the need for deeper engagement with equity and justice, advocating for partnerships that genuinely

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address inequities. The collaboration between students and educators fosters confidence, belonging, and reduces discrimination. This approach aligns with Gabriel's (2018) emphasis on creating pathways for minority and first-generation students, ensuring that educational practices not only acknowledge diversity but actively promote equitable learning environments.

### **Contextualizing Marginalized Experiences**

Through personal narratives, the authors illuminate the challenges faced by marginalized students navigating educational inequities. They address often-overlooked forms of violence and harm, such as epistemic, affective, and ontological harms, effectively expanding the existing literature on how partnerships can promote equity. De Bie, Cook-Sather, and Luqueño (2021) share their experiences in partnering with marginalized students, reinforcing the notion that their experiences, while significant, cannot encapsulate the entirety of student realities. A broader approach that includes faculty experiences would enrich the discussion, acknowledging that professors also confront similar injustices in academic settings. Hogan and Sathy (2022) further underscore this need for inclusive teaching practices that address the diverse experiences of both students and educators.

### **Engagement with Pedagogical Tools**

The authors' use of violence and harm as conceptual tools effectively brings attention to the nuanced struggles of equity-seeking students. By naming these aggressions, they argue that institutions can begin to take responsibility for addressing harmful norms. However, the absence of a focus on how these dynamics affect faculty limits the book's overall impact. Professors from marginalized backgrounds face their own forms of violence and harm, and recognizing these realities is crucial for fostering an equitable academic environment. Including faculty perspectives in discussions of pedagogical partnerships would create a more inclusive approach to equity.

### **Strengths and Areas for Improvement**

One of the book's strengths lies in its clear articulation of the distinctions between violence, harm, and injustice, supported by qualitative evidence from student testimonials. This framework provides a solid foundation for understanding the challenges faced by equity-seeking students. The inclusion of personal narratives adds authenticity, making the content relatable and actionable for educators at various career stages.

Nevertheless, for seasoned practitioners, some recommendations may feel elementary. More advanced strategies, such as critical reflexivity workshops or transformative justice approaches, could deepen pedagogical partnerships. Additionally, a broader exploration of the systemic changes needed within institutions, including policy reform or faculty mentorship training, would enhance the discussion and better support efforts for inclusivity. This aligns with Hogan and Sathy's (2022) discussions on strategies that promote equity in the college classroom, emphasizing the necessity of creating equitable learning environments.

## **Conclusion**

*Promoting Equity and Justice Through Pedagogical Partnership* is a vital read for educators seeking to foster inclusivity. While it provides profound insights into the experiences of marginalized students, the book would be strengthened by addressing how professors from underrepresented social groups experience harm and violence within academic settings. Centering the experiences of marginalized individuals—including both students and educators—can foster healing and prevent institutional harm. The authors prompt readers to reflect on what equity and justice would look like if fully integrated into educational partnerships, offering a framework for inclusive practices that can improve the experiences of all stakeholders. By promoting empathy, critical reflexivity, and actionable strategies, the book encourages educators to consider deeper, and continuous changes within their institutions.

## References

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