

USING RISE INNOVATION COMPETENCIES TO CULTIVATE ANTI-RACIST HEALTH SCIENCE EDUCATION INNOVATION (HSEI)

“In a racist society, it is not enough to be non-racist, we must be anti-racist” – Angela Davis (2020)

Use **creativity** to think beyond traditional patterns to generate ideas and possibilities that can identify content for health science education innovation (HSEI). These steps will facilitate the development, assessment, and operationalization of innovative education ideas that foster impactful change. Think beyond what was possible 12, 6, or even 3 months ago. Society is continuously changing, and education content should evolve alongside it to meet the shifting needs of learners.

Before creating new or modifying existing content, use **critical thinking** to apply reasoned consideration to evidence, context, and methods to inform decision-making regarding the problem that your HSEI will address. Pinpoint the actual cause of the problem to logically identify strengths and weaknesses of different approaches to innovative education solutions.

Take the **initiative** to learn about historical, social, and political contexts of race without placing this responsibility on marginalized individuals or groups. Seek reliable resources for learning about anti-racist health science education and create safe spaces for HSEI to occur.

Anti-racist HSEI is a new space and will require **intellectual curiosity** to ask thought-provoking questions that will challenge existing perspectives and explanations. Listening to other peoples’ lived experiences can cultivate the empathy necessary for creating anti-racist content. Education innovators should learn about varied racial experiences and challenge existing beliefs to inform their perspectives. It is important to value the innovative process as well as the final education innovation outcomes. In doing so, education innovators can invite—and normalize—diverging opinions when presented with new information.

Anti-racist HSEI requires **intelligent risk-taking** to dismantle long-standing parts of the existing education system. Education innovators should weigh the potential benefits and disadvantages of dismantling versus maintaining the “broken” parts within existing systems. Engaging in racial dialogue is challenging and often uncomfortable. Embrace the reality that everyone makes mistakes when talking about race. Therefore, HSEI needs safe spaces to discuss challenges and learn from one another—especially when people are unintentionally offended or hurt.

Engage in effective **teamwork** with a broad network of individuals with diverse expertise and viewpoints to generate innovative, anti-racist health science education ideas that yield productive and respectful outcomes. Include *all* team members throughout of the HSEI process to ensure as many voices as possible are represented.

Engage in **visioning** to promote proactive consideration of potential biases within innovative anti-racist health science education content and to conceive how racial privilege may be unintentionally presented or perceived. Adopt a vision for what anti-racist HSEI will look like to best understand what changes are needed to getthere.