

## Teaching for Diversity and Equity

Scholarship and Practice

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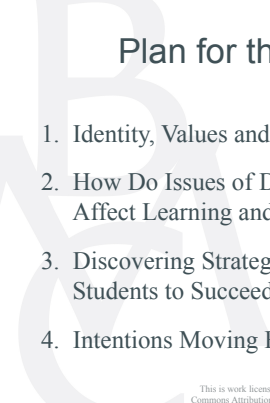
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## Plan for the Session

1. Identity, Values and Intentions
2. How Do Issues of Diversity and Inclusion Affect Learning and Academic Success?
3. Discovering Strategies that Can Enable All Students to Succeed
4. Intentions Moving Forward

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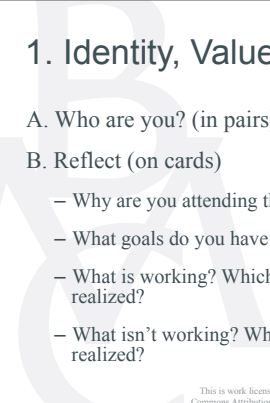
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## 1. Identity, Values and Intentions

A. Who are you? (in pairs)

B. Reflect (on cards)

- Why are you attending this session?
- What goals do you have for your students?
- What is working? Which of those goals are being realized?
- What isn't working? Which of those goals aren't being realized?

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## 2. How Do Issues of Diversity and Inclusion Affect Learning and Academic Success?

### Research Findings

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## The Problem

Research indicates students are less likely to succeed in college if they are:

- A member of an under-represented group
- A first-generation college student
- Economically disadvantaged

*However, differences in college-readiness do **not** fully explain gaps in persistence and performance.*

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## Stereotype Threat

is a situational predicament in which people are or feel themselves to be at risk of confirming negative **stereotypes** about their social group.

- Stereotype threat can have significant affects on an individual's performance.
- **Implicit bias** can lead to false assumptions by faculty and peers.

Claude M. Steele. 2010. *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do [About It]*

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## Microaggressions

are passive, often unintended racial prejudices or discriminations evident through statements and actions that:

- Repeat or affirm stereotypes
- Position dominant groups as normal and minority as aberrant
- Assumes homogeneity of minority groups

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## Microaggressions

impede learning by:

- Alienating, silencing, disengaging students
- Eroding trust
- Cumulating effect that psychologically burdens members of underrepresented groups

D. Sue et al. (2007). "Racial Microaggressions in Everyday Life: Implications for Clinical Practice." *Am Psychologist* 62: 271-286.

D. W. Sue, et al. (2009). "Racial microaggressions and difficult dialogues on race in the classroom." *Cultural Diversity and Ethnic Minority Psychology* 15: 183-190.

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## Imposter Syndrome

Refers to chronic self-doubt and fears of intellectual fraudulence.

- Leads to
  - feelings of inadequacy
  - anxiety about being "found out" as a fake.
  - discounting success or
  - attributing success to luck
- Students who feel this way can be reluctant to interact with peers or faculty.

P. Clance and S. Imes. (1978). "The Imposter Phenomenon in High Achieving Women: Dynamics and Therapeutic Intervention." *Psychotherapy: Theory, Research & Practice* 15: 241-247.

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## Fixed vs. Growth Mindset

### Fixed mindset:

- Intelligence, talent, skill, etc. are fixed traits

### Growth mindset:

- Intellectual abilities can be developed through challenge and hard work

Carol Dweck, *Mindset: The New Psychology of Success* (2006)

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## Systemic Barriers

Inequities experienced by our students through the structure of assignments, major pathways, co and pre-requisites, etc.

**Implicit bias**, attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Assumptions of faculty and peers.

We need to think about and plan for *equity versus equality* given what we know about teaching, learning and privilege.

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## Privilege

A right, immunity, or benefit enjoyed by a person beyond the advantages of most.

<http://alittlemoresauce.com/2014/08/20/what-my-bike-has-taught-me-about-white-privilege/>

"...one experience I have had firsthand, which has helped me to understand privilege and listen to privilege talk without feeling defensive, is riding my bike." James Dowsett

DiAngelo (2011) defines **White Fragility** as "... a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation. These behaviors, in turn, function to reinstate white racial equilibrium."

Robin DiAngelo,  
*International Journal of Critical Pedagogy*, Vol 3 (3) (2011) pp 54-70

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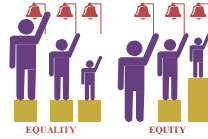
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## What does it mean to be equity minded?

1. Willingness to look at student outcomes and disparities at all educational levels disaggregated by race and ethnicity as well as socioeconomic status.
2. Recognition that individual students are not responsible for the unequal outcomes of groups that have historically experienced discrimination and marginalization in the United States.
3. Respect for the aspirations and struggles of students who are not well served by the current educational system.
4. Belief in the fairness of allocating additional college and community resources to students who have greater needs due to the systemic shortcomings of our educational system in providing for them.



Recognition that the elimination of entrenched biases, stereotypes, and discrimination in institutions of higher education requires intentional critical deconstruction of structures, policies, practices, norms, and values assumed to be race neutral.

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Adapted from Witham et al., America's Unmet Promise

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## 3. Discovering Strategies that Enable All Students to Succeed

Group Discussion

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## 4. Intentions Moving Forward

With the results of the small group discussions in mind, what new strategies, activities, changes to assignments, etc. will you pursue?

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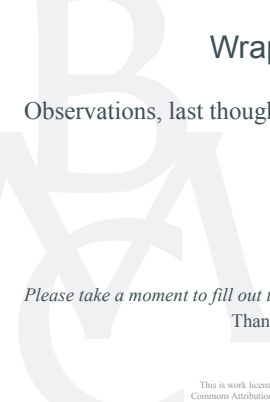
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Wrap-Up

Observations, last thoughts....

*Please take a moment to fill out the Workshop Evaluation Form*  
Thank you

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