**Teaching for Diversity and Equity: Scholarship and Practice**

Proposal for:

**Diversity, Learning, and Student Success  
Shifting Paradigms and Challenging Mindsets   
March 17-19, 2016  
Philadelphia, Pennsylvania**

**Learning outcomes**

Participants will:

* Understand their current practices as they relate to inclusivity and equity
* Gain knowledge about the scholarship and emerging practices relating to diversity and equity in the classroom
* Practice the analysis application of strategies through discussion of several faculty-student scenarios
* Apply what they have learned to develop a plan that integrates their insights into their own teaching and advising.

**Intended audience**

The intended audience is faculty members and those in administrative leadership roles, (Deans, Provosts, Associate and Assistant Deans and Provosts) whose responsibilities include providing faculty development opportunities.

**Background evidence of effectiveness of work**

The workshop has been designed based on findings described in the literature. In particular, we’ve incorporated results described in the following:

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

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.

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

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

Craig Nelson. (2010). “Dysfunctional Illusions of Rigor: Lessons from the Scholarship of Teaching and Learning” in *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development*.

We have run this workshop in a 2.5-hour format twice and received positive feedback on its usefulness and engagement. For this session we propose a shorter 75 min format that will emphasize the engagement pieces and provide background material more efficiently through a handout, including slides and a resource list.

**Plan for participant engagement**

The workshop has four segments:

1. Reflecting on Values and Intentions (a think-pair share exercise) 10 min
2. How Do Issues of Diversity and Inclusion Affect Learning and Academic Success? (ppt slide overview of research background, supplemented with handouts) 10 min
3. Discovering Strategies that Can Enable All Students to Succeed (small group discussion of example scenarios and strategies) 35 min
4. Intentions Moving Forward (report out and commitment to action plans) 20 min

Brief Description

**Teaching for Diversity   
and Equity: Scholarship and Practice**

As our classrooms become more culturally and experientially diverse, what can we on our campuses do to ensure that *all* students have the opportunity to succeed?  Many professional development opportunities aimed at helping faculty enhance their teaching practices often overlook the role of cultural competence in teaching and learning and fail to effectively integrate cultural sensitivity with high impact pedagogies. Factors such as race, ethnicity, and socioeconomic status can have a significant impact on a student’s educational experiences. There is a growing body of research that identifies such issues and describes tested strategies for helping both faculty and students overcome them.   
  
In this problem solving session participants will reflect on their current practices, learn about the scholarship and emerging practices relating to diversity and equity in learning, practice the application of strategies through discussion of scenarios, and develop a plan for integrating insights from the workshop into their own work.