

The background of the slide features a blue-tinted image of a compass rose and a compass dial. The compass rose is visible in the upper left, with its lines radiating outwards. The compass dial is in the lower right, showing degree markings from 0 to 100 and cardinal directions like N and NE. A compass needle is visible, pointing towards the top left.

NAVIGATING DIVERSITY: PROFESSORS' IDENTITIES AND ITS IMPACT ON STUDENT ENGAGEMENT

AFC TEACHING & LEARNING CONFERENCE
APRIL 2019

Dr. Kalisha Waldon
Dr. Rhonda Trust-Schwartz

RULES OF ENGAGEMENT



NO SIDE BAR
CONVERSATIONS



EQUITY OF VOICE



PRESUME
POSITIVE INTENT



BE OPEN TO
DIFFERENCE



SESSION OBJECTIVES

By the end of the session participants will:

- Identify experiences that have contributed to how they self-identify
- Become more aware of how their identity may impact student engagement
- Identify strategies that can be used to effectively interact, engage, and empower students



How do you self -identify?

Include as much information as you can from the following categories:

- Family Background
- Race/Ethnicity
- Socioeconomic Status
- Sexual Orientation
- Gender
- Religion
- Ability/Disability Status
- Language Background

CRITICAL REFLECTION

Describe the experiences that have shaped your current identity.

Did any biases or assumptions emerge from your reflection?

Consider how your current identity may impact student engagement.

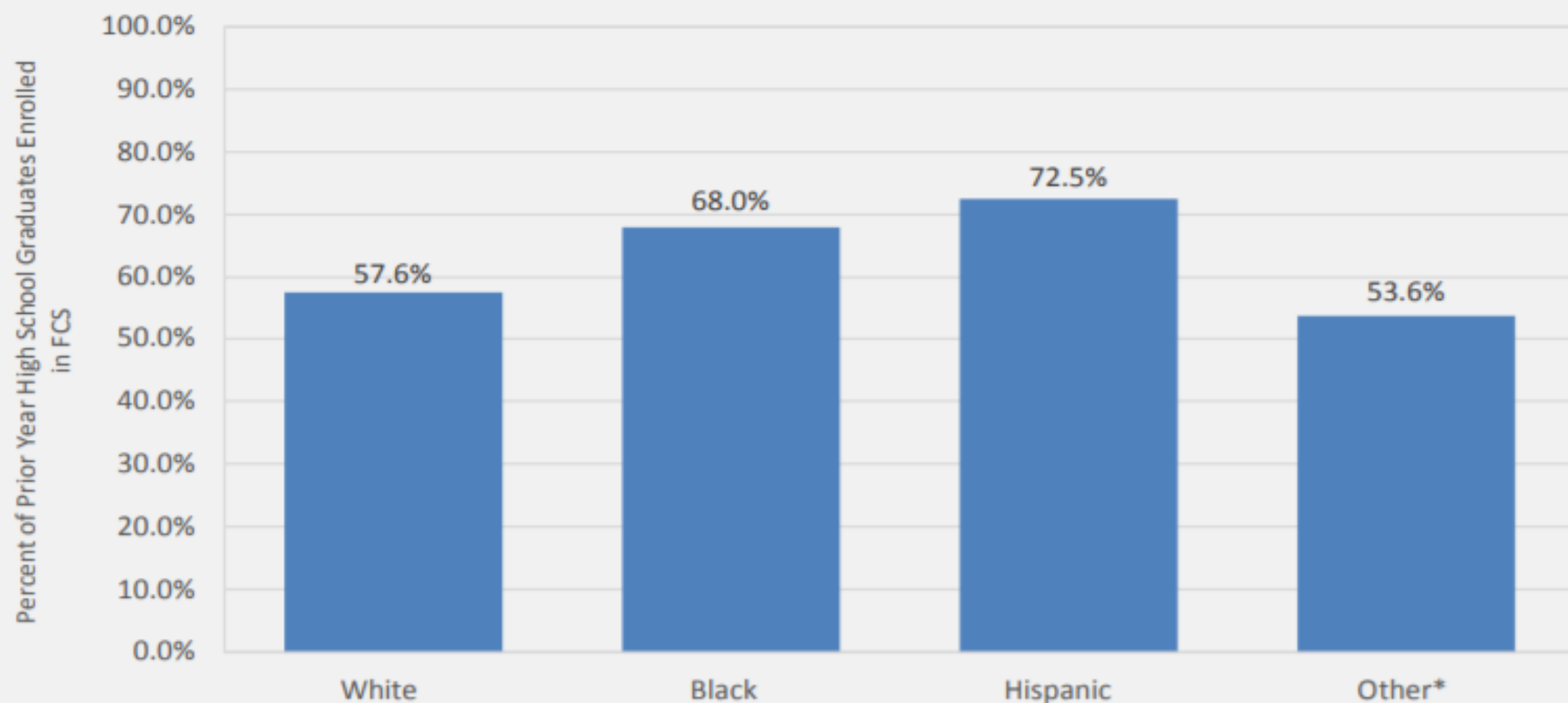
Why should these biases or assumptions be challenged?



WHY DOES THIS MATTER?

Embracing Access and Diversity

The Florida College System enrolls a diverse student population.



Source: Florida Department of Education

"Top 100 Associate Degree Producers." Community College Week (September 2016).

The denominator used for calculations is all prior year high school graduates (in each category) who were found in the postsecondary sector a year after graduation.

*"Other" minority group includes: Asian, American Indian, Multiracial and Pacific Islander.



WHAT IS INCLUSIVE PEDAGOGY

Attitudes and behaviors which communicate to students that you welcome them to the course and regard them as capable members of a learning community, with strong potential to succeed.

How can we engage
students who are “victims”
of our biases/assumptions?



Engagement Strategies

- Acknowledge our biases/assumptions and WORK to conscientiously develop a more positive view of students
- Get to know your students
- Adopt a non -deficit perspective (move from deficit to asset)
- Teach with a Growth Mindset

Engagement Strategies cont'd

- Model and acknowledge respectful interactions and language
- Ingrain acknowledgement, acceptance, and celebration of students' voices and experiences in the classroom
- Provide spaces for students to discuss real -world issues
- Seek meaningful learning experiences beyond the walls of the classroom

COMMITMENT STATEMENTS



QUESTIONS?



The background of the image is a grayscale photograph of a contract document. The word "CONTRACT" is printed in large, bold, capital letters across the middle of the page. A dark-colored pen is positioned diagonally on the right side of the image, pointing towards the top right corner. The overall image has a professional and legal feel.

Dr. Kalisha Waldon
waldonk@palmbeachstate.edu

561-862-4712

Dr. Rhonda Trust-Schwartz
trustscr@palmbeachstate.edu

561-862-4433