

Bridgewater State College Teacher-Scholar Summer Institute
Application to Facilitate Summer Institute Theme:
Culturally Inclusive Pedagogies and Scholarship Track

1. **Initiative title and brief description of theme:** The Culturally Inclusive Pedagogies and Scholarship Track will enhance participants' self awareness, knowledge and skill to engage in discipline-specific culturally inclusive teaching. Participants will also read and discuss exemplars of pedagogical research/scholarship focusing on themes of cultural inclusion in order to support their development as scholars.
2. **Submitter Name(s):** Dr. Sabrina Gentlewarrior, OID Faculty Associate, and Dr. Joyce Rain Anderson, Diversity Inclusion Research Institute (DIRI) board member.
3. **Describe the learning outcomes you wish to achieve with the faculty/librarians in your track.**
As a result of participating in the Culturally Inclusive Track participants will:
 - a. Deepen their awareness of assumptions and beliefs that can influence their abilities to teach students with diverse social identities.
 - b. Gain knowledge of discipline-specific theory, research and practice focused on culturally inclusive teaching, in order to support their teaching and scholarship.
 - c. Incorporate enhanced self awareness, knowledge and skill regarding culturally inclusive teaching into new or substantively re-vitalized course syllabi.
4. **Describe how you intend to accomplish these outcomes.**
Large and small group discussions, reflective writing, self-directed study, and support by the track facilitators will all be used to help participants expand their self awareness and knowledge base regarding culturally inclusive teaching and scholarship. Facilitators will use participants' application materials in order to choose text readings, and prepare discussion content that will meet the discipline-specific needs of participants.
5. **Describe how these outcomes fulfill the goals of the Teacher-Scholar Summer Institute.**
 - a. Culturally inclusive teaching and research are predicated on faculty self-awareness regarding one's own, as well as students', multiple social identities (Gentlewarrior, Martin-Jearld, Skok & Langevin, 2009; Haynes, 2009). Discussion emphasizing self awareness will optimize faculty members' ability to practice as effective educators and scholars.
 - b. As different disciplines are informed by a range of content and teaching strategies, knowledge regarding discipline-specific culturally inclusive theory, research and practice will enhance participants' ability to practice in a culturally inclusive manner as teachers-scholars.
 - c. Creating/revitalizing course syllabi with culturally inclusive content and/or pedagogies will help participants to more effectively teach every student in their classrooms.

6. **Include a draft schedule, including readings.** *Text: Gurung, R. & Prieto, L. (Ed.s) (2009). *Getting culture: Incorporating diversity across the curriculum*. Sterling, VA: Stylus.

<p>Monday DAY ONE Begin discussion of pedagogical concepts & goals for week's work (60 minutes).</p>	<p>a) Brief introduction of participants and their Institute objectives. b) Culturally inclusive pedagogies defined. c) Overview of culturally inclusive pedagogies as “good teaching”. d) Participants will begin a self assessment regarding their capacity to effectively teach every student; awareness, knowledge and skill will be included in the assessment. d) In afternoon work session, ask participants to read chapters 3 & 4 in text* and be ready to discuss at end of the day.</p>
<p>Tuesday DAY TWO Immersion in content (90 minutes).</p>	<p>a) Thirty minutes of the morning session will focus on general culturally inclusive content issues. (Text chapters 1, 2, 8 will help to inform discussion.) b) During the remaining sixty minutes of the session, small groups will discuss culturally inclusive content applicable to their interests and development needs. The participants' self assessments done in day one will help structure these discussions. c) In the afternoon, participants will each read one text chapter or one article from the peer-reviewed literature focused on culturally inclusive content issues.</p>
<p>Wednesday DAY THREE Immersion in effective pedagogies (90 minutes).</p>	<p>a) Thirty minutes of the morning session will focus on general culturally inclusive pedagogical issues. (Text chapters 13, 18, 19 will help to inform discussion.) b) During the remaining sixty minutes of the session, small groups will discuss culturally inclusive pedagogies applicable to their interests. The participants' self assessments done in day one will help structure these discussions. c) In the afternoon, participants will each read one text chapter or one article from the peer-reviewed literature focused on culturally inclusive pedagogical issues.</p>
<p>Thursday DAY FOUR Applying content and pedagogical theory in classroom practice (90 minutes).</p>	<p>a) For the first sixty minutes, participants will work in small groups to discuss and receive peer review of their syllabi work to date. b) The last thirty minutes of the day, all members of the track will discuss common themes in their week's work.</p>
<p>Friday DAY FIVE Taking the next step: Moving from teacher to teacher-scholar (90 minutes).</p>	<p>a) Participants will discuss and receive feedback on scholarship ideas based on their culturally inclusive teaching practices and experiences. In preparation, participants will be asked to read chapter 27 of text.</p>