



Save the Date
May 22, 2019

Disrupting Deficit Narratives Through Equity-Minded Practices

SPRING ARBOR UNIVERSITY MICHIGAN

As a precursor to student engagement, motivation matters. The literature is overrun with deficit thinking about diverse students, their families, cultures, socioeconomic background, abilities, and communities. Educators frequently lament how hard it can be to motivate students to care about their learning, yet very few have the opportunity to participate in the work needed to foster the equity mindedness needed to disrupt these deficit narratives.

News stories illustrate examples where college administrators, faculty, and staff miss the mark on how to cultivate positive learning environments where all students can thrive. Further, many institutions lack the resources needed to engage and support faculty and staff in proactive preparation to better serve a diverse student body. Research says students learn and thrive in environments where they feel included, heard, and valued.



Workshop objectives:

Workshop leaders will model active, equity-based teaching and learning practices. Participants will have an opportunity to:

1. Reflect on how educator mindset affects perceptions and shapes institutional culture;
2. Assess campus climate and understand conditions needed to foster a positive learning environment for diverse students; and
3. Practice AVID culturally responsive strategies which can be used in the curriculum and co-curriculum to support **all** students.



Questions to be explored include:

- How do the assumptions about students, their families, and communities affect practices and student success?
- What instructional and institutional equity-based practices promote success for all students?
- What strategies can help faculty and staff effectively manage conflict, microaggressions, and controversial topics in the learning environment?

PRESENTERS



**Robin Withers,
Ed.S.**

Dr. Robin Withers, from San Diego, California, is an AVID Program Specialist for Teaching and Learning. She earned a B.S. in secondary education from Chadron State College in Nebraska, as well as an M.A. in special education/severe affective emphasis and an Ed.S. with acknowledgements in educational leadership and policy studies from the University of Northern Colorado. Her 35 years in education spans from elementary to higher education, and she has served in roles from student success and multicultural services to school administration. Dr. Withers joined AVID Center in 2007 as Assistant Western Division Director and the Colorado State Director.



Yvonne Ortiz

Yvonne Ortiz has over 23 years of higher education experience at both public and private colleges and universities of varying sizes, including predominantly white, historically African American, urban, secular, and religiously affiliated institutions. She received her B.A. degree in Urban Studies from New York University and Master of Education degree in educational administration from Rutgers University. Prior to becoming a Program Manager with AVID for Higher Education, she served as the Dean of Student Affairs at Houston-Tillotson University in Austin, Texas, and as Assistant Dean for Campus Life at Emory University in Atlanta, Georgia.

SCHEDULE



Check-in.....	8:00 to 8:30 AM
Culturally Responsive Teaching and Student Motivation.....	8:30 to 10:30 AM
Constructing an Anti-Deficit Framework.....	10:30 to 11:30 AM
Lunch.....	11:30 AM to 12:30 PM
Anti-Deficit Framework and Assessment.....	12:30 to 1:30 PM
Equity-Minded Practice.....	1:30 to 3:30 PM
Closing and Evaluation.....	3:30 PM



Join us in Michigan!

Spring Arbor University
201 College Street
Spring Arbor Michigan 49283
Students Center Building
Ralph Carey Forum located
on the main floor



Nearby Hotels

**Holiday Inn Jackson Nw -
Airport Road**
2696 Bob McClain Drive
Jackson, MI 49202
(517) 789-9600

Home2 Suites by Hilton Jackson
2704 Bob McClain Drive
Jackson, MI 49202
(517) 998-7000



Register Today!

The registration fee for this event is \$150, which includes lunch and the *AVID for Higher Education: High Engagement Practices for Teaching and Learning* book.

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