

NADD 2015 Fall Meeting  
Wednesday, October 14, 2015  
Sheraton Denver Downtown Hotel, Denver, CO

## BREAKOUT GROUP 4 FINDINGS:

*What are schools doing with adjunct instructors to address the issues of racism and inequality within curriculum content?*

### **Facilitators:**

- Edward Lawlor, Brown School at Washington University in St. Louis
  - Martell Teasley, University of Texas at San Antonio
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- First and foremost, note that adjunct training will cost money and other resources
  - Develop diversity training for adjuncts
  - Identify diversity training needs via a survey of students on how well adjuncts are doing in carrying out identify course objects related to diversity
  - The University of Maryland has an online training program for new adjunct professors
  - Human Rights training was suggested
  - Discuss the politics of races as part of adjunct training in order to let them know what to anticipate in the classroom
  - Conduct classroom observation for adjunct professors and provide feedback
  - Ensure that all adjuncts have the same training as new faculty members; develop standardized training in classroom management
  - Develop a repository of media and other resources on diversity topics for adjuncts to use in the classroom

- Ensure that structural inequalities are discussed as part of training on diversity and race
- Address student incivilities (i.e. classroom bullying, disrespect, belligerence...etc.) in discussing issues related to race and diversity in the classroom
- Social Work faculty members must take a look at themselves; sometime we are the problem— administrators must find ways to engage faculty in self-awareness as it related to diversity and race
- Hold weekly forums with an open invitation to adjunct instructors to discuss challenges in the classroom related to diversity topics
- Make use of standardized case scenarios
- Trouble-shoot ongoing training efforts— what is working and what is not working
- Pair adjuncts with faculty mentors in terms of diversity training
- Develop levels of training for adjunct professors: include a general level of training and another level for “more seasoned professionals”
- Ensure that adjunct professors come away from training with knowledge of research and evidence-based practices within the context of diverse settings
- Move away for crisis intervention models related to diversity and race to a more proactive approach by targeting identified issues
- Make user of a “culture and climate survey” in order to identify systemic bias
- Make data informed decisions through assessment measures concerning the development of adjunct training