The Diversity Research Institute at the University of Washington cordially invites you and your colleagues to the DRI Brown Bag Lecture Series of 2013-2014

“Culturally Grounded Interventions to Enhance Academic Performance”

Wednesday, November 13th, 2013
Parrington Hall Commons (Room 308)
12:00pm-1:30pm

The dominant educational culture, which is largely influenced by the independent model of self, reflects a set of ideas and practices about what it means to be a “good” student, the purpose of education, and the nature of the relationship between teachers and students. For many students, such as Native Americans and First-Generation College students, this model typically does not match their understandings of self, which are more likely to be influenced by the interdependent model of self. The first set of studies examine the sources and consequences of student success associated with a cultural match or mismatch between the students’ model of self and the dominant educational culture. The second set of studies examine how culturally grounded interventions, by way of a simple reframing of the dominant educational culture, positively influences motivation and performance.

Stephanie A. Fryberg (Tulalip Tribes) is an Associate Professor in the Department of Psychology and an Affiliate Faculty member in American Indian Studies at the University of Arizona, and is the Director of Cultural Competency, Learning Improvement, and Tulalip Community Development for the Marysville School District. Her primary research interests focus on how social representations of race, culture, and social class influence the development of self, psychological well-being, physical health, and educational attainment. Select publications include, Cultural models of education and academic performance for Native American and European American students (with R. Covarrubias & J. Burack), Unseen disadvantage: How American Universities’ focus on independence undermines the academic performance of first-generation college students (with N. M. Stephens, H.R. Markus, C. Johnson, & R. Covarrubias), When the world is color-blind, American Indians are invisible: A diversity science approach (with N. M. Stephens); Of warrior chiefs and Indian princesses: The psychological consequences of American Indian mascots on American Indians (with H.R. Markus, D. Oyserman, & J. M. Stone) and Identity-based motivation and health (with D. Oyserman & N. Yoder). Dr. Fryberg received the Society for the Psychological Study of Social Issues Louise Kidder Early Career Award, the University of Arizona Five Star Faculty Award, and was recently inducted into the Multicultural Alumni Hall of Fame at Stanford University.

To request disability accommodation, contact the Disability Services Office at least ten days in advance at: 206.543.6450/V, 206.543.6452/TTY, 206.685.7264 (FAX), or dso@u.washington.edu