

Workshop on *Cultural Diversity & Community* in the General Education Curriculum

Date: 19-20 May 2008

Location: *Old Main, Audubon, and Matisse* (Gordinier); Millersville University, Millersville, PA 17551

Questions: Contact Dr. Chris Hardy, christopher.hardy@millersville.edu

I. Day 1 (Monday, May 19) At-a-Glance (abstracts on pp. 3-5)

Open to the general Millersville University Community.

- 9:00-9:30 **Welcome** by Dr. Thomas Burns, Associate Provost. (Whole audience.)
Organizational Notes by representatives of the *Cultural Diversity and Community Working Group* of the General Education Review Committee. (Whole audience)
Location: *Old Main* (Gordinier)
- 9:30-10:45 **Keynote #1:** *Shared Futures: Cultural Diversity and Community in the Curriculum.* (Whole audience.)
Speaker: Mr. Kevin Hovland, Director of Global Initiatives and Curricular Change, Office of Diversity, Equity, and Global Initiatives, AAC&U.
MU Host: Dr. Fred Foster Clark, Department of Psychology.
Location: *Old Main* (Gordinier).
- 10:45-11:00 **Coffee break**
- 11:00-12:15 **Keynote #2:** *Engaging Students in Diversity Issues: Some Maps for the Journey.* (Whole audience.)
Speaker: Dr. Diane J. Goodman, Independent Consultant & Adjunct Professor, Department of Educational Studies, State University of New York in New Paltz.
MU Host: Dr. Rita Smith Wade-El, Department of Psychology.
Location: *Old Main* (Gordinier).
- 12:15-1:15 **Buffet lunch** (*Lehr*, Gordinier)
- 1:30-3:00 **Issue-specific Breakout Sessions #1** (3 parallel sessions)
(1) *Collaboration and team teaching.*
Facilitator: Dr. Tracey Weis, Department of History, Millersville University.
MU Host: Dr. Fred Foster Clark, Department of Psychology.
Location: *Audubon* (Gordinier).
(2) *Understanding and Addressing Student Resistance to Diversity Issues.*
Facilitator: Dr. Diane J. Goodman, SUNY New Paltz.
MU Host: Dr. Rita Smith Wade-El, Department of Psychology.
Location: *Old Main* (Gordinier).
(3) *Building an Inclusive Environment in the Classroom.*
Facilitator: Ms. Dena Samuels, Co-Director, Knapsack Institute, and Senior Instructor, Women's and Ethnic Studies, University of Colorado – Colorado Springs.
MU Host: Dr. Carrie Smith, Department of Sociology.
Location: *Matisse* (Gordinier).
- 3:00-3:15 **Coffee break**
- 3:15-4:45 **Issue-specific Breakout Session #2** (repeat of first sessions)
- 4:45-6:00 **Social hour.** *Old Main* (Gordinier).

II. Day 2 (Tuesday, May 20) At-a-Glance (abstracts on pp. 3-5)

Open to the general audience for attendance, but active participation is reserved for faculty who wish to actively develop a “D” course and have sent an application to do so to Dr. Christopher Hardy (christopher.hardy@millersville.edu).

Discipline-specific, Day-long Workshops: Three day-long, discipline-specific workshops on “D” course development (see topics below).

- (1) *Diversity Education in the Natural Sciences: An Example from Biochemistry and Health Care, and a Discussion Forum for Developing Your Own D-Course* (Area Represented: **Natural Sciences and Mathematics**).

Facilitator: Dr. Marilee Benore Parsons, Associate Professor, Department of Biology, University of Michigan – Dearborn.

MU Host: Dr. Christopher Hardy, Department of Biology.

Location: *Audubon* (Gordinier).

- (2) *Redesigning Courses for Diversity Requirement* (Area represented: **Humanities**).

Facilitator: Dr. Christine L. Krueger, Director, University Core of Common Studies, and Associate Professor of English, Marquette University, Milwaukee, Wisconsin.

MU Host: Dr. Fred Foster Clark, Department of Psychology.

Location: *Old Main* (Gordinier).

- (3) *Teaching Strategies from The Knapsack Institute* (Area Represented: **Social Sciences**).

Facilitator: Ms. Dena Samuels, Co-Director, Knapsack Institute, and Senior Instructor, Women’s and Ethnic Studies, University of Colorado – Colorado Springs.

MU Host: Dr. Carrie Smith, Department of Sociology.

Location: *Matisse* (Gordinier).

General Workshop Timeline:

9:00-10:30 **Parallel workshops start**

10:30-10:45 **Coffee break**

10:45-12:00 **Parallel workshops continue**

12:00-1:30 **Lunch** (all formal workshop participants).
Location: *Campus Grill*, Gordinier.

1:30-3:30 **Parallel workshops continue and conclude.**

3:30-3:45 **Coffee break**

3:45-4:30 **Closing Remarks and Acknowledgements** (whole audience). **Location:** *Old Main*, Gordinier.

III. Abstracts & Speaker Information

Keynote #1: *Shared Futures: Cultural Diversity and Community in the Curriculum.*

Speaker: Mr. Kevin Hovland, Director of Global Initiatives and Curricular Change, Office of Diversity, Equity, and Global Initiatives, AAC&U.

Abstract: Shared Futures does not simply refer to our common fate as human beings. It also refers to educational movements that have many common goals, but too often act alone: the US diversity movement, the global learning movement, and the civic engagement movement. Whatever the starting point, each of these three movements leads to the others. Each is necessary to our success in preparing students for an interconnected world. We will explore emerging general education principles and designs that are built upon shared responsibility for raising key questions about diversity and community across multiple courses.

Biographical Sketch: Kevin Hovland earned a BA in Russian Regional Studies from Columbia University and is a Ph.D. candidate in History at Georgetown University. He is Director of Global Initiatives and Curricular Change at AAC&U, working in the office of Diversity, Equity, and Global Initiatives. He is responsible for the Shared Futures initiative, an initiative with current projects funded by the Henry Luce Foundation and the Fund for the Improvement of Postsecondary Education. Current projects encourage colleges and universities to use global learning outcomes as an organizing principle for coherent and comprehensive general education curricular designs.

Hovland is the author of the AAC&U monograph, *Shared Futures: Global Learning and Liberal Education* as well as several articles further articulating global learning as an essential outcome of liberal education. He is also program director for AAC&U's annual meeting, project director for Educated Citizens and Public Health, and executive editor of *Diversity & Democracy: Civic Learning for Shared Futures*, an AAC&U periodical designed to provide campus practitioners with readily available information about successful diversity initiatives around the country and to support academic leaders and educators as they design and reshape their diversity programs, civic engagement initiatives, and global learning opportunities to better prepare students for principled action in today's complex world.

Keynote #2: *Engaging Students in Diversity Issues: Some Maps for the Journey.* (Whole audience.)

Speaker: Dr. Diane J. Goodman, Independent Consultant & Adjunct Professor, Department of Educational Studies, State University of New York in New Paltz.

Abstract: How can we better understand the perspectives and behaviors of our students, especially when we address diversity issues? How can we better facilitate their educational process? This session will offer several theoretical frameworks that can help us anticipate and make sense of student reactions and classroom dynamics. These frameworks can assist us in developing more effective educational strategies to engage students in learning about diversity.

Biographical Sketch: Diane J. Goodman, Ed.D. has been teaching and training about issues of diversity and social justice for over 25 years. As a trainer and consultant, Diane has worked with a wide range of organizations, community groups, schools and universities. She has also been a professor at several universities in the areas of education, psychology and women's studies and regularly presents at national conferences. In addition, she was the Director of Human Relations Education and the Interim Affirmative Action Officer at the University of Rhode Island. Diane is the author of the book *Promoting Diversity and Social Justice: Educating People from Privileged Groups* (Sage, 2001) and other publications. Diane earned a B.A. from Tufts University in Psychology and Child Study, and an M.Ed. and Ed.D. from the University of Massachusetts at Amherst with a focus on social justice education, group and organizational development, and counseling. She can be reached at Dianejgood@aol.com.

Issue-specific Breakout Sessions:

(1) *Collaboration and team teaching.*

Facilitator: Dr. Tracey Weis, Professor, Department of History, Millersville University.

Abstract: This breakout session will describe four or five examples of faculty collaboration in course development and team-teaching. Discussion of these examples will follow, along with the opportunity to discuss how to apply the concepts introduced here to your own D-course development goals.

Biographical Sketch: Tracey Weis is Professor of History at Millersville University. Dr. Weis currently teaches several classes in diversity education, including “Women in History”, “Afro-American History”, and “Slavery in Historical Perspective”, and has authored many works on the same subjects. She can be reached at tracey.weis@millersville.edu.

(2) *Understanding and Addressing Student Resistance to Diversity Issues.*

Facilitator: Dr. Diane J. Goodman, Independent Consultant & Adjunct Professor, Department of Educational Studies, State University of New York in New Paltz.

Abstract: Many educators find resistance (especially from students from privileged groups) one of the more challenging aspects of educating about diversity. This interactive session will include presentation, personal reflection exercises, and discussion. Drawing on educational and psychological theory as well as our own experiences, we’ll discuss principles and practices that can enhance teaching effectiveness. The workshop will focus on the reasons for resistance and understanding the perspective of the resistant individual. Numerous ways to prevent, reduce and address resistance will be discussed.

Biographical Sketch: See sketch already reported above for Keynote #2.

(3) *Building an Inclusive Environment in the Classroom.*

Facilitator: Ms. Dena Samuels, Co-Director, Knapsack Institute, and Senior Instructor, Women’s and Ethnic Studies, University of Colorado – Colorado Springs.

Abstract: The setting you create in the classroom can have a lasting affect throughout the length of your course and can set the tone for a supportive, inclusive campus. Building an inclusive environment starts on the first day of class. This workshop will provide strategies you can use in your classroom to create such a setting; one in which students are more likely to feel respected, and are more likely to engage in the material presented.

Biographical Sketch: Dena Samuels is a sociologist specializing in race, gender, sexuality and curriculum development. She teaches in the Women’s and Ethnic Studies programs at University of Colorado - Colorado Springs (UCCS), and received the university’s 2006 Outstanding Instructor Award. This spring, she was recognized as a V-Day Ceremonies “Warrior” for her work on campus in support of the equality of women and in opposition to violence against women.

She is co-editor of the anthology, *The Matrix Reader: Examining the Dynamics of Oppression and Privilege* (McGraw-Hill, 2008), and author of *Teaching Race, Gender, Class, and Sexuality*, a teaching guide that accompanies this volume. The teaching guide focuses on strategies for teaching diversity issues as well as how to manage emotions and resistance in the classroom. In addition, she was recently published in several resource guides for the American Sociological Association including: *Teaching About Ethnoviolence and Hate Crimes*; and *Race, Gender, and Class in Sociology: Toward an Inclusive Curriculum*.

At UCCS, Samuels co-directs the annual national *Knapsack Institute: Curriculum Transformation Workshop*, which provides training to educators from around the country on teaching issues of diversity. Further, as a Faculty Associate for the Associate Chancellor for

Diversity at UCCS, she has created curriculum for and co-facilitates campus-wide diversity workshops for administration, faculty, staff, and students to build campus inclusiveness. She has served as the Assistant Director for UCCS' *Matrix Center for the Advancement of Social Equity and Inclusion*, and was instrumental in bringing to UCCS and helping to organize the award-winning national White Privilege Conference.

Samuels leads diversity training workshops both on campus and off. Some of her clients include: the University of Maryland, the U.S. Air Force Academy, and The Citadel Military Institute of South Carolina. Her consulting work at the U.S. Air Force Academy has taken many forms, including presenting a 2-part series for faculty sponsored by The Faculty Forum Committee on Gender and Diversity and The Center for Educational Excellence. The series focused on issues of gender integration in the cadet wing, and paid special attention to concepts of masculinity and femininity, and overcoming resistance to sexual assault awareness training.

Samuels holds an M.A. in Sociology from UCCS, a B.A. in Politics from Brandeis University, and is currently working on her doctorate in Educational Leadership, Research and Policy in the College of Education at UCCS. She can be reached at dsamuels@uccs.edu.

Discipline-specific, Day-long Workshops:

Three day-long, discipline-specific workshops on "D" course development (see topics below). Each is facilitated by someone with experience designing and teaching a course on some aspect of *Cultural Diversity and Community* in one of the following areas: (1) Social Sciences, (2) Humanities, and (3) Sciences and Mathematics.

The primary aim of the workshop is to provide the forum where Millersville faculty can come and receive help and guidance from an experienced individual (the workshop "facilitator") on how to turn their own course into a "D-course" at Millersville. There is great flexibility in how the workshop facilitator executes this, but in all cases there should be a significant "hands-on" component. The facilitators are asked to bring their own supporting resources such as bibliographies, copies of their own course syllabi, examples of other D-course syllabi in the area they are representing (e.g., Sciences and Mathematics), etc. Each facilitator will have a Millersville faculty representative to assist them.

*(1) Diversity Education in the Natural Sciences: An Example from Biochemistry and Health Care, and a Discussion Forum for Developing Your Own D-Course (Area Represented: **Natural Sciences and Mathematics**).*

Facilitator: Dr. Marilee Benore Parsons, Associate Professor, Department of Biology, University of Michigan – Dearborn.

Abstract: Biology, biochemistry, and other science students are well trained in science and familiar with how to conduct and evaluate scientific experiments. They are less aware of cultural issues or how these will impact their careers in research, education, or as professional health care workers. Dr. Parsons will describe her experience developing and teaching a course for advanced undergraduate science majors to learn about diversity issues in a context that would be relevant to them, entitled "Diversity Issues in Health Care: Treatment and Research." Dr. Parsons will help workshop participants develop generally applicable ideas of integrating conventional lectures, exams, and projects with readings of primary scientific as well legal and social science literature, and service learning projects. Dr. Parsons will also provide guidance on how to employ assessment devices to evaluate the impact that your diversity course has had on student understanding of diversity issues. Participants are asked to bring either of the following to share in small groups: a syllabus from a course you intend to redesign for the diversity requirement, or a 1-page draft description of a course you wish to create for the diversity requirement.

Biographical Sketch: Marilee Benore Parsons is an Associate Professor of Biochemistry and Biology at the University of Michigan, Dearborn campus. She received her B.A. in Chemistry from Thomas More College and her Ph.D. in Chemistry from the University of Delaware. She has work experience in industry including product development at Borden Chemical company and drug discovery at CIBA-Geigy Pharmaceutical company (now Novartis). Her research interests include

both traditional lab chemistry studying Riboflavin Binding Protein, as well as Biochemical Education reform. She directs a women's leadership program at UM-Dearborn and has experience developing education workshops for Project Kaleidoscope and the American Society for Biochemistry and Molecular Biology. She has won awards for mentoring and outreach. She can be reached at mparsons@umd.umich.edu.

(2) *Redesigning Courses for Diversity Requirement* (Area represented: **Humanities**).

Facilitator: Dr. Christine L. Krueger, Director, University Core of Common Studies, and Associate Professor of English, Marquette University, Milwaukee, Wisconsin.

Abstract: This session will employ hands-on activities and discussion to help faculty in *student centered course design* for diversity. The goals will be to a) anticipate student needs and expectations in diversity courses; b) identify effective pedagogies for diversity teaching; c) draft course objectives that align student needs with diversity requirement goals; d) create assignments to enable students to achieve course objectives and evaluate student learning. Participants are asked to bring either of the following to share in small groups: a syllabus from a course you intend to redesign for the diversity requirement, or a 1-page draft description of a course you wish to create for the diversity requirement.

Biographical Sketch: Christine L. Krueger is Director, University Core of Common Studies and Associate Professor in the Department of English at Marquette University. She also is Director of "Who Counts? Math Across the Curriculum for Global Learning" and Co-Director of "Shared Futures: Global Learning and Social Responsibility," curriculum development programs to enhance interdisciplinary learning about global issues at Marquette University. She is a graduate of Lawrence University and received her M.A. and Ph.D. from Princeton. She has published on topics concerning gender, religion, law, and history in British culture, including *The Reader's Repentance: Women Preachers, Women Writers and Nineteenth-Century Social Discourse* (Chicago, 1992) and *Functions of Victorian Culture at the Present Time* (Ohio, 2002). She has been a presenter and seminar leader for AAC&U's Global Learning Institute. She can be reached at christine.krueger@marquette.edu.

(3) *Teaching Strategies from The Knapsack Institute* (Area Represented: **Social Sciences**).

Facilitator: Ms. Dena Samuels, Co-Director, Knapsack Institute, and Senior Instructor, Women's and Ethnic Studies, University of Colorado – Colorado Springs.

Abstract: This session will provide hands-on strategies for bringing issues of diversity into the classroom. Topics will include: a framework for furthering your understanding and facilitating students' understanding of systems of inequality and how those systems operate in each of our lives; creating an inclusive syllabus; building an inclusive classroom from the first day of class; managing emotions and dealing with student resistance in the classroom; and empowering students to become agents of change. We will spend some time analyzing your course syllabus in terms of the topics presented. Resources will be provided. Participants are asked to bring either of the following to share in small groups: a syllabus from a course you intend to redesign for the diversity requirement, or a 1-page draft description of a course you wish to create for the diversity requirement.

Biographical Sketch: See sketch already reported above for Breakout Session #3.