

## Social Justice Leadership and Service Learning: A Faculty Development Seminar

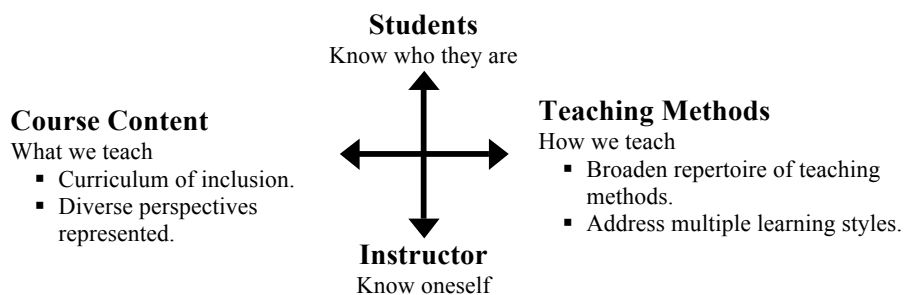
The overarching goal of the Council for Equity and Community (CEC) at Lehigh is to create an environment where all members of campus work together, transcending racial, cultural, and other boundaries, in order to build a stronger on- and off-campus community and create a richer educational experience for all. Among the critical missions of the CEC as outlined by President Gast is to *enrich the curriculum by enhancing student and faculty learning about varied cultures, experiences, and perspectives; incorporate learning to foster critical, creative, and compassionate student and faculty thinking about power and privilege dynamics*. One mean for accomplishing this goal is to infuse meaningful social justice and service learning experiences throughout the curriculum.

The CEC believes that moving the curriculum in this direction must begin by supplying the necessary faculty development opportunities and instructional design support to create, sustain, and assess inclusive curricula across the university for a variety of learners. A more inclusive curriculum requires that faculty must first be trained themselves to

- be more aware of their own racial, ethnic, religious, sexual, cultural identities and the power and privilege that comes with them;
- better understand the diversity of individuals in their classes and how to design effective instruction that is responsive to *all* students’ prior experiences and unique learning needs;
- create within their classes a “community of learners” in which all students get the support and encouragement they need to learn;
- be more critical of the “timeless truths” of their fields;
- incorporate field-specific diversity topics; and
- design service learning experiences into their teaching that further contextualize and ground the subject matter in social justice issues.

According to Adams and Marchesani (1992), helping faculty offer the best possible instruction for today’s students involves understanding the multiple factors that influence teaching and learning in socially and culturally diverse college classrooms: “1) *the students*: knowing one’s students and understanding the ways that students from various social and cultural backgrounds experience the college classroom; 2) *the instructor*: knowing oneself as a person with a prior history of academic socialization interacting with a social and cultural background and learned beliefs; 3) *course content*: creating a curriculum that incorporates diverse social and cultural perspectives; and 4) *teaching methods*: developing a broad repertoire of teaching methods and experiential activities to address learning styles of students from different social backgrounds more effectively” (see figure).

### Dynamics of Multicultural Teaching and Learning



Source: Adams & Marchesani (1992), adapted from Jackson (1988).

Of course, reconceptualizing teaching and learning in this way demands time and energy –effort faculty often view as competing with their scholarship (Marsh & Hattie, 2002). Additionally, it seems many faculty may believe that they are already well prepared to teach diverse classes and/or incorporate service learning. Others may find it difficult to envision how social justice and service learning might be incorporated into their courses. So, while faculty may support institutional efforts to enhance community and equity, these initiatives often do not lead them to make many changes to their own classroom practices because they cannot see the connection to their own work (*Does Diversity Make a Difference?* ACE/AAUP, 2000).

What few faculty understand is that social justice “is not a rough edge to be smoothed or a weakness to be remediated,” but rather, “a source of new learning, new opportunities, and new strengths to be introduced in the curriculum” (Smith, 2004, p. 54). Our goal, therefore, is to create opportunities that will help renew interest among faculty in the “scholarship of teaching” (Boyer, 1990), whereby a portion of their time is spent assessing their pedagogical styles and seeking a better overall teaching and learning environment for *all* learners.

## Faculty Seminars

In January of 2004, the Global Citizenship Program launched a faculty seminar series as its primary strategy for the training of faculty and the development of new courses aimed at incorporating topics of global citizenship. Since then, 54 faculty from across all four colleges have participated and over 84 courses have been modified or newly created to infuse global citizenship topics. South Mountain College has incorporated this model as well to facilitate faculty efforts to develop the innovative pedagogy required for that program. To date, 2 seminars have been run with more than 20 faculty participating.

Building on this successful model for “seeding” the curriculum, the CEC is proposing a similar sort of faculty seminar model in which faculty participants would be guided through the process of developing a new course or “reworking” an existing course that would incorporate issues of diversity and multiculturalism. The 13-week seminars will be offered each semester by trained facilitators and faculty will receive a \$1000 stipend for their participation.

## Outcomes

Our model for the seminars deliberately joins social justice with service learning to help operationalize abstract equity constructs within the subject area through concrete community experiences. By linking these things in this way, we make social justice and service learning pedagogies more accessible to a wider range of potential faculty participants.

We expect that the seminar approach will provide faculty with intellectual autonomy to integrate social justice and service learning into their course offerings while also transforming a great number of courses over time. The seminar will accomplish this outcome in two ways:

- 1) by changing faculty perspectives and pedagogical styles in a way that creates a more welcoming and engaging classroom environment for *all* learners; and
- 2) by facilitating the development of new curricula that addresses the “isms” (racism, sexism, heterosexism, classism, and cultural, religious, and ethnic intolerance) and infuses service learning experiences.

## Budget

We request \$45,000 annually for three years to launch the faculty seminars. This level of support will provide stipends for 12 faculty participants each semester per year, facilitator stipends, and seminar materials. We also request an additional \$10,000 each year to defray the costs of guest lecturers for the

seminar. While on campus, our hope is that these outside speakers might also run workshops for non-seminar participants as well.

		Yr 1	Yr 2	Yr 3	Total
Faculty Stipends	<i>12 participants each semester @ \$1000 each</i>	24,000	24,000	24,000	72,000
Seminar Facilitators	<i>2 stipends each semester @ \$2000 each</i>	8,000	8,000	8,000	24,000
Seminar Materials	<i>Text books, supplies</i>	3,000	3,000	3,000	9,000
Guest Lecturers	<i>Speaker fees</i>	10,000	10,000	10,000	30,000
		<b>\$45,000</b>	<b>\$45,000</b>	<b>\$45,000</b>	<b>\$135,000</b>

## Personnel

In addition, we request support for a full-time faculty development person to administer the faculty seminar program and assist with the development of other diversity and multiculturalism resources and academic programming. The faculty development person’s position would be parallel to the staff already in place for faculty development in the areas of technology (Greg Reihman) and writing (Greg Skutches). This “Social Justice and Service Learning Across the Curriculum Coordinator” would have responsibility for the training aspects of the faculty development program and the intellectual vision. He or she would also collaborate actively with the exiting Community Services Office on infusing service learning opportunities in Lehigh’s undergraduate and graduate curricula.

## Recognition

To enhance the visibility of this program, we also recommend the development of a mechanism for professional and public recognition by the Board of Trustees and/or University President for participating faculty.