

Report on the
2010 - 2011 Faculty Seminar on Diversity and Social Justice

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Contents

I. Background.....	1
II. Outcomes, Reflections and Observations	4
III. Recommendations	12
IV Appendices	
1. CEC Faculty Development White Paper.....	14
2. CEC Faculty Development Seminar, Spring 2009: Summary and Recommendations.....	17
3. Participants' Statements of Interest in the Seminar.....	20
4. 2010-2011 Seminar Syllabus.....	24
5. Participants' End-of-year Reflections on the Seminar	28

I. Background

In spring of 2010, I was asked by M.J. Bishop and Jackie Krasas to develop and lead a Faculty Seminar on Diversity and Social Justice in the 2010-2011 academic year. The main purpose of the new seminar would be to create an opportunity for Lehigh faculty to learn more about teaching courses that promote student understanding of social justice and diversity.

The new seminar was to follow the guidelines laid out in the *CEC Faculty Development White Paper*:

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. (from the *CEC Faculty Development White Paper*, see Appendix 1).

The seminar had been offered once before, in Spring 2009. I was asked to consider specific recommendations made by earlier facilitators Jackie Krasas and Yaba Blay (see the *CEC Faculty Development Seminar, Spring 2009: Summary and Recommendations* in Appendix 2). In light of those recommendations and other reflections, I sought

- to expand the seminar (the 2009 seminar had six sessions over one semester);
- to continue the approach of including faculty participants from multiple disciplines and colleges;
- to include, where possible, more than one faculty from a department to help develop intradepartmental allies;
- to respect the range of faculty participants’ interest in the topic, depth of personal and professional experience working with this topic, level of comfort discussing sensitive topics, etc; and
- to make explicit from the start what faculty were agreeing to do by joining the seminar.

To help with the seminar development and planning, Adafu Austin, a graduate student in Counseling Psychology, was hired by the Council for Equity and Community (CEC) to work with me as a GA during the summer and as a TA during the fall and spring. His contributions, both during planning and implementation of the seminar were, in a word, invaluable.

Adafu and I spent the summer of Summer of 2010 conducting additional research on the topics of social justice pedagogy and diversity in higher education, looking at other universities that had conducted similar seminars, contacting potential guest speakers, selecting the key goals of the seminar, developing a syllabus and helping prepare ourselves for the challenge of facilitating conversations in this seminar. Our hope was to create a

seminar that would be both attractive and beneficial to faculty. With this goal in mind, we aimed to create a seminar that was serious enough that real work would be done; structured enough that conversations would be productive; challenging enough to encourage genuine personal development, academic research, and pedagogical innovations; and yet flexible enough to adapt to the developing interests of faculty participants.

On August 19th, 2010 I sent the following invitation to all Lehigh faculty:

An Invitation: Faculty Development Seminar on Social Justice and Diversity in the Classroom

This fall, a small group of Lehigh faculty will have an opportunity to participate in a faculty seminar focused on Social Justice and Diversity in the Classroom. The purpose of this seminar is to support faculty who are interested in learning more about teaching courses that promote student understanding of social justice and diversity. If you are considering making a curricular change, testing out a new pedagogy, or discussing ways to approach sensitive topics or situations in your classroom, this seminar will create an opportunity for you to do so together with your peers.

Please read on for additional information or click the following link to complete a brief online application.

Click to apply: <http://tinyurl.com/lehighfacultyseminar>

The Details: The seminar will meet Tuesdays from 10 to noon, from September 14th until November 16th, and four times during the spring semester 2011 (dates tbd). The seminar will be facilitated by Greg Reihman, with assistance by Adafo Austin. Each participant will each receive a stipend of \$1,000.

Our primary hope is that this seminar will create an opportunity for us to discuss strategies for teaching and approaching diversity and social justice in our classrooms. To help make these sessions productive, participants will be asked to

- read and discuss a variety of texts on these topics;
- develop and implement a curriculum- or pedagogy-development project connected to a course they are teaching;
- keep a private journal chronicling their own experience with topics of social justice and diversity;
- participate in various relevant campus events (guest speakers, student-focused support events, etc);
- meet for small group discussions with guest speakers; and
- share their knowledge with the campus community by participating in an end-of-year symposium.

The "Social Justice and Diversity in the Classroom" initiative, which includes this seminar and related events, is funded by the Council for Equity and Community (CEC), which was commissioned by President Gast in March 2008 to help build a stronger community that transcends racial, cultural and other boundaries. <http://www.lehigh.edu/diversity>

If you would like to learn more about participation in this faculty seminar, please contact Greg Reihman (grr3@lehigh.edu) or his G.A. Adafo L. Austin (ala209@lehigh.edu).

Click to apply: <http://tinyurl.com/lehighfacultyseminar>

We received applications from twelve faculty members and were able to extend an invitation to all twelve, though one faculty member was unable to continue past the first meeting due to commitments.

The thirteen participants (the eleven applicants plus Adafo and me) were:

Adafo Austin	(Education – Counseling Psychology, doctoral student)
Cirleen DeBlaere	(Education – Counseling Psychology)
Nandini Deo	(Political Science)
Elizabeth Fifer	(English)
Arpana Inman	(Education – Counseling Psychology)
Michael Kramp	(English)
Jenna Lay	(English)
Ed Lotto	(English)
Greg Reihman	(Faculty Development / Philosophy)
Tina Richardson	(Education – Counseling Psychology)
Jennifer Swann	(Biological Sciences)
Alexander Wiseman	(Comparative & International Education)
Brenna Wood	(Education - Special Education)

In their applications, faculty were asked to briefly describe their interest in the seminar. The responses were helpful to us as we envisioned just what sort of work faculty had signed on to undertake. The faculty responses to this question are listed in Appendix 3, but the following list captures some of the key themes that emerged from these brief statements:

- 1) A desire to learn from others who have faced the pedagogical challenges that arise when one attempts to integrate topics of social justice and diversity into classes;
- 2) A willingness to learn how to better facilitate conversations on difficult—sometimes emotionally charged—topics of equity, social justice, privilege, etc;
- 3) Curiosity about how to spark students’ imaginations and curiosity about cultures other than their own;
- 4) Questions about how such changes would fit with existing curricula and departmental initiatives; and
- 5) Questions about how to integrate service-learning components into such classes.

Some faculty mentioned very specific courses that they wanted to develop. Others seemed more interested in developing instructional approaches that they could infuse into any class. All voiced genuine interest in having a venue where they could meet regularly with like-minded colleagues to discuss their interests and work together to find new approaches to try out in their classrooms.

For our textbook, I selected *Teaching for Diversity and Social Justice* (Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. 2nd ed. New York: Routledge 2007), because Adafo and I felt it was best suited to providing workshop participants with the theoretical and scholarly background necessary for this work. The full syllabus, which includes a

description of the purposes of the seminar, our general plan, expectations of participants, guidelines and principles, and weekly schedule, is included in Appendix 4.

The seminar met eleven times over the fall semester 2011, including a day spent with Agnes Kwong and Christy Hofsess of Interconnections Inc., a consulting firm focused on helping support faculty in such contexts. We also met four times during the spring semester 2011 to check in with one another about progress made on individual faculty projects, to discuss ongoing personal and professional challenges we faced as we set about teaching differently, and to sharpen the expectations on what the end-of-year presentation/report would be.

In addition to undertaking the work described in the syllabus, we also spent considerable time during seminar meetings discussing events that took place around us, including the Blackface incident (two Lehigh students dressed as Venus and Serena Williams at a Lehigh Halloween party, prompting varied reactions among administration, faculty and students, leading to a campus-wide concerns and conversations); the departure of the Director of the Office of Multicultural Affairs Office; the search for a Vice Provost for Academic Diversity; and worldwide developments in the movements of the “Arab Spring.”

Because many faculty have not had a chance yet to fully implement their new approaches, integrate new assignments into courses, or teach the new courses they were developing, we decided not to offer the symposium we had planned for Spring 2011. We decided that we would each write a brief reflection on the seminar instead and postpone the seminar into the 2011-2012 academic year.

II. Outcomes, Reflections and Observations

In the following assessment of the seminar, I draw on my own reflections on the success of the seminar. My views are supported, supplemented, and sometimes challenged by observations made by the participants in their end-of-year reflections, which are available in their entirety in Appendix 5.

The seminar started with very productive sessions during which we discussed specific teaching approaches and deliberated together on which approaches we would try to incorporate into our classrooms. We shared specific assignments and offered advice on how such assignments might be expanded, adjusted or enriched. We shared syllabi and conversed about selecting texts, redesigning class projects, broadening beyond our disciplines, integrating experiential and service learning, etc., Looking over my notes and the Course Site discussion, I am struck by the richness of the conversation we had. Some of that richness came from applying practical advice from our readings (e.g., Adams, Bell and Griffin’s *Teaching for Diversity and Social Justice* and Barbara Gross-Davis’ “Diversity and Complexity in the Classroom: Considerations of Race, Ethnicity, and Gender”), but more often the good advice seemed to come from other voices in the room. It goes beyond the scope of this assessment to list the specific approaches participants settled on, but each participant certainly came out of the seminar with not only a rich set of general ideas for all

future classes but also focused feedback from colleagues on very specific courses or approaches they were considering. When implemented, these course readings, assignments and activities will undoubtedly yield an enriched classroom experience for Lehigh students.

Seminar participants also spent considerable time discussing the challenges faculty face when trying to implement such pedagogical changes—or just in navigating their professional lives. Female faculty spoke of painful moments of exclusion experienced in male-dominated disciplines or departments. Faculty of color spoke of discriminations, indignities, and frustrations. Humanities faculty spoke of discipline-denigrating slights and the sense of marginalization they too often experience on campus. Pre-tenure faculty spoke of concerns that their participation in a project such as this seminar may have unforeseeable negative consequences for their own careers (perhaps due to unsupportive colleagues or negative effects on student evaluations of their teaching). Participants identifying as allies spoke of challenges faced when supporting marginalized groups on campus. More experienced faculty recounted various episodes from Lehigh’s long struggle to make itself a more equitable campus, including notable periods of waxing and waning commitment to such a transformation. Collectively, we observed and reflected on the fact that our own conversations fell into patterns based on faculty power dynamics that shaped who felt free to say what, and when, and how, and to whom. In short, we realized that we did not need to look far to find challenges of diversity and social justice shaping who we are, how we behave, how we are treated.

In an end-of-year reflection, one participant noticed that, “Senior faculty had to talk less and listen more to make space for others to express their opinions freely, recognizing the reasons junior faculty need protection and affirmation as they forge their careers at Lehigh.” Another similarly concluded, “I think the seminar has helped—and in some ways forced—me to remember the need to safeguard and protect those individuals who have and who continue to work regularly with issues of diversity and social justice at the university.” In short, this seminar wasn’t simply about adjusting syllabi or adopting pedagogical tips or tricks. It was about us and who we were as teachers, as professionals, as individuals.

Although the seminar set out to, as we put it in the call for participation and in the syllabus, “promote *student* understanding of social justice and diversity” (emphasis added), we learned that social justice education sometimes demands that the teachers themselves actively explore questions of their own identities, including reflection on ways in which they themselves are diverse, ways in which they move in and out of positions of power and privilege, ways in which they reveal or hide elements of their identities in their classrooms. This was a decisive moment in the seminar, one that I as facilitator did not adequately anticipate, despite suggestions early on by Adafo that I do so. One participant characterized the oversight this way:

“The interpersonal dynamics of the group were riddled with challenges related to the faulty assumption that a group of faculty members would perceive power/privilege similarly and that ‘we’ did not need to explicitly address our personal statuses regarding privilege as a core dimension in the social justice dialog.”

So, we shifted our approach. Describing this shift, one participant wrote:

“Rather than worrying so much about how I might save my benighted and befuddled students, I realized that I had a great deal of work to do on myself.... It is incumbent upon us to model that kind of vulnerability and trust for them before we ask them to commit to it. This must be done in spite of all the anxieties and neuroses we have about our own identities as human beings.”

Another observed:

“We realized that asking our students to critically examine their own areas of privilege and marginalization asked them to engage in an exercise that requires courage and great trust in our classroom environments. It is incumbent upon us to model that kind of vulnerability and trust for them before we ask them to commit to it.”

In short, we as the participants learned that, if students are to learn more about diversity in the world around them, they need to learn it from individuals who have a deep understanding of their own diversity and their own place in a diverse world. If we were to achieve this goal, we would need to understand how we exist and operate in our own complex network of identities, roles, and values.

We were helped in this new approach by our visiting consultants (Huang and Hofsess), who guided us through this process, modeled for us the importance of, as they put it, “self as a pedagogical tool for social justice and diversity,” and invited us to re-introduce ourselves to one another with a broader sense of who we were and what we brought to the seminar. We moved beyond “I’m [insert name], and I teach [insert discipline]” and did more to speak about our own identities, our own prejudices and perspectives on power, our own histories as sometimes privileged and sometimes oppressed.

In retrospect, I realize that we had in fact started the seminar with a similar exercise, using the “I am....” exercise (described in Adams et al., p. 397-8) in which we introduced ourselves using to various descriptors (racial, cultural, personal, professional, etc) of our choice. But it seems that we simply hadn’t dug deeply enough into how we understand ourselves or how we present ourselves in the classroom. As a result, the shift to the pedagogical or theoretical was too quick for many of the seminar participants.

There was some division among participants about whether this shift to the personal was, overall, a good thing. Some, quoted above, agreed that such personal reflection is a necessary pre-requisite to being able to teach this subject at all, concluding that the shift was for the better. One noted, “I wasn’t fully prepared for how personal the conversation sometimes became. I learned a great deal *more* than I anticipated as a result.”

But some participants weren’t so comfortable with this shift in direction. Some worked to steer the conversation back toward more theoretical or disciplinary or pedagogical considerations. At first, I was among the participants who tended to nudge the conversation

back toward the pedagogical. In doing so, I think I was trying to be true to the invitation I had extended to the participants and thereby avoid effecting a ‘bait and switch’ of some kind. At least one participant noticed this switch with gentle dissatisfaction:

“We really didn’t spend as much time talking about how to infuse, incorporate, or integrate content and pedagogy into our courses as much as we spent our time engaging with our own issues related to social justice and diversity. [...] I also spent quite a bit of time struggling with how I would translate our discussions about feelings and identities to my classes. I also got the feeling that our group was more interested in talking about the process of becoming aware of social justice issues among ourselves than of thinking about what the issues were and who was our target or focus for action. In the end, I feel that we were the target much more than the university or our students, and perhaps we really were meant to be the target audience all along. To be honest, I’m not really sure what to make of that, other than to say that I came into this seminar thinking that our students were the focus.”

I reconcile these differing viewpoints for myself by noting that the students indeed remained the focus but that for many (most?) participants, the personal processing was a way of shaping themselves into the kind of teachers who will, ultimately, be better prepared to have meaningful conversations with students about experiences with discrimination, understanding of difference, personal challenges, etc. One participant described her transformation this way: “I am now more confident sharing details from my socialization and navigating the subjects that arise when students are open about their own attitudes and lives. This kind of exposure enhances the learning environment and deepens students’ understanding of the material in the course. When students reveal the challenges they face they become more sensitive and empathetic to the situation of others.” Another noted, “[Because of this seminar,] I started a discussion with my Doctoral Seminar students about power and privilege by sharing my own experiences with privilege/power and oppression. This strategy changed my class from a ‘lecture’ about a topic to a ‘conversation’ about issues that impacted everyone in class.”

In light of these changes in approach, I have shifted my own understanding of what a pedagogy of social justice and diversity might look like. In short, I learned the value of the kind of work we ended up doing. The conversation afterwards felt more honest, as though we had all had somehow become more comfortable in our own skin. One participant characterized this change by noting that:

“There was certainly a shift in the group dynamics at this time when for the first time we reintroduced ourselves at a more personal level. In sharing our personal histories we highlighted how our social contexts (e.g., family, community, privilege, power, oppression, immigration, marginalization, discrimination) and our cultural identities (e.g., ethnicity, race, gender, SES) intersected to inform our lives and for a moment, we were able to enter each other’s experience.”

One additional result of this new approach was that the seminar participants seemed more at ease voicing their frustrations and disagreements. While this made the conversation more

honest, it didn't necessarily make it easier. One participant reported, "I remember feeling very uncomfortable at times, which may be good, and very angry at times, which usually is not so good. I feel that some members of the seminar were treated unfairly, including myself in one instance, but these are minor slights." Perhaps it had become easier to talk freely about topics of social justice and diversity after we had presented our own experiences—good and bad—with diversity, and when we were able to articulate more clearly what drew us to this particular table in the first place. Speaking honestly will almost certainly ruffle feathers. And yet, with this topic, the consensus seemed to be that our feathers needed ruffling.

This was a faculty development seminar, after all. We were there to learn, to be challenged, and to change. In that sense, I suppose that the participants were indeed, as one participant put it above, the 'target audience all along.'

But I don't conclude from this experience that *every* seminar of this sort would need to proceed in the way we did. I continue to believe that a seminar like this could remain theoretical and be successful, that a seminar like this could remain strictly pedagogical and be successful. But I don't think that *this* seminar—our seminar, the one comprising Alex, Betsy, Tina, Jenna, Michael, Nandini, Jennifer, Cirleen, Brenna, Arpana, Ed, Adafo and Greg—could have done so and remained successful. I think we shifted towards what the group wanted and needed, and I think the outcome was thus what we needed it to be.

My goal from the start as facilitator was to not impose cookie-cutter solutions to the questions at hand: "How does one help a group of faculty teach social justice and diversity?" and "How can an instructor promote student understanding of social justice and diversity?" The reason is simple: I don't have any such solutions. I am well versed in a wide range of pedagogical approaches, in facilitating conversations, in managing group dynamics and in helping faculty achieve their own development plans. I also have academic training in philosophical work on questions of diversity and social justice. But I am not a social justice education trainer. For these reasons, my goal was to let the seminar develop according to the wants and needs of the group and give gentle guidance when needed. I knew things would not get started without some direction but I tried always to invite suggestions, to let the other participants set the agenda. I think the best a participant-facilitator can do in such seminars is to suggest an approach and test it out . . . and then hold open a space within which other participants could object to that approach, ask for something different . . . and then help the group navigate the process of developing consensus. As I put it in my own statement of interest at the start of the seminar:

As the facilitator of this seminar, I am hoping to help create the conditions for productive conversations about the topics at hand. The challenge, I think, will be to strike a balance between comfort and discomfort—we will need to achieve a level of comfort so we can have the kinds of honest conversations that yield genuine understanding while also accepting a degree of discomfort so that we can seriously address the hardest questions of prejudice, privilege, and injustice.

One downside of such an open, flexible approach is that some faculty may not have gotten exactly what they signed on for. Another is that, in the process of developing consensus, we may have conveyed a false sense that we were of one mind about the nature of our work. One participant noted this latter problem when he observed:

I ... felt a lot of pressure to adhere to a kind of groupthink, one that felt very comfortable within its own set of assumptions. To be more charitable, perhaps what happened and what was strengthened in this seminar is what is often called a discourse community. Discourse communities are an inevitable part of being human, and we all belong to a number of them. They work through a shared set of assumptions, beliefs, and linguistic items, sometimes called simply a language or dialect. They are comfortable places to be. What is not so comfortable is being caught between them.

Through this process, we may have become aware of the deepest challenge of this kind of work. As individuals, we indeed belong to many communities and there is often little agreement among these groups as to the right approach to the challenges of achieving social justice and diversity or of teaching our students to learn more about these topics. These are not the sorts of challenges for which we have anything resembling an agreed-upon solution. Rather, we have to spend a great deal of time listening—to our students, to our colleagues, to those who think like we do, to those who think differently—and reflecting on how we can develop a perspective that fuses our own initial perspective with the perspectives of others in the conversation. Until we do that, our solutions will likely be too narrow, simple, or one-sided to be effective.

Overall, I believe we met our objectives. Which is not to say, of course, that the seminar was perfect. There is, I think, more to be done to focus on learning and applying specific pedagogical approaches, exercises, etc; more to be done to avoid tendencies toward silencing some voices even as we empower others; more to be done to understand our students' struggles (now that we have better understood our own). In addition, while one participant noted some specific actions we took (for example, in conversations with students, colleagues and the administration surrounding the Blackface incident, for example) another thought we failed to do enough to change the institution (“As the seminar progressed, we had many opportunities to call out injustice and develop related plans of action but continually we did what was comfortable in relation to the status quo or the norm.”).

We all came to realize that the scope of such work is much bigger than we thought. We came to understand that, while the work we do as teachers in our classrooms is important, Lehigh as a whole must do more to change the campus climate (representation, student diversity, staff retention, communications about acts of intolerance, faculty diversity, etc.). I don't think we ended with specific ideas about what to do to bring about change; however, ironically perhaps, we did end with an understanding that specific ideas are precisely what is needed, rather than just complaints or general calls for change. My own view is that this particular seminar, established as it was to focus on teaching social justice and diversity, wasn't the place where such broader institutional changes could be most effectively proposed or recommended. It is, however, a hope of everyone in the seminar that the changes we make in

our teaching and the words we say in our conversations across campus will contribute to changes in the broader environment at Lehigh. We know that's not enough. But it is a start, and I think it is something more than most of us were doing before.

In closing this reflection on the outcomes of this seminar, I would like to focus on what I think was the single greatest benefit to the participants. By meeting regularly and committing to the process, we created many new connections that we will each use as a source of strength in our future endeavors. It was clear from the passion and commitment of the participants that we were all engaged in projects that were deeply important to us. It was equally clear that we each felt that such work was too often done in isolation, with too little by way of peer, institutional, or societal support. We also realized how little we knew about what others were doing and how each of us too often experienced our work as difficult, isolating, and dispiriting.

Yet, almost to a person, participants spoke of being re-energized by hearing what others were doing, of being inspired by learning of others' personal and professional struggles with questions of power and privilege. One participant put it this way: "It felt immensely reassuring to learn that I was not alone; that discussions of diversity and social justice are challenging for even the most seasoned of faculty." Another noted, "To feel and understand that my struggles are normal, typical even, meant for me that perhaps I was not completely on the wrong track, that these questions about how to have discussions on issues of diversity and implement social justice initiatives were not MY questions but THE questions."

One participant drew attention to the benefit of cross-disciplinary discussion:

Participating in the seminar provided an opportunity for intellectual exchange between colleagues in Biology, Education, English, Philosophy, Political Science as well as Psychology that do not typically engage one another in pedagogical or social justice discourse. This contributed greatly to my understanding of what social justice discourse might look like through the perspectives of my colleagues as scholars and individuals. For that I am very appreciative and I hope there was mutual benefit in the exchange of intellect, ideas and emotions because all were essential aspects learning about social justice and agency.

Yet another marveled at how much time and energy this work takes:

I have worked rather extensively in interdisciplinary academic programs, but this seminar was a distinct experience as we considered teaching, institutional structures, and the roles of diversity and social justice in our own personal lives. This was difficult, and I think it would be useful to communicate the difficulty of this work to the upper administration as a way of illustrating the kind of commitment necessary to make the progress I sincerely believe we all share as a goal.

One participant noted some practical benefits this group will have on the general climate at Lehigh:

The course also introduced me to number of talented people on Lehigh's campus who think creatively. These people opened up in a way that allowed me to see their own diversity and how they are a part of the change that is beginning to occur at Lehigh in terms of diversity and inclusion. I now see these people everywhere in all the diversity work on campus. I feel that this has created a wider network of advocates for change at Lehigh and I am grateful for their involvement.

Simply knowing we would meet regularly in the seminar reinforced our commitment to implementing the changes in our classrooms and helped re-energize us for difficult work with students, peers, and the campus at large. One participant sums much of this quite nicely when she says:

At times our group felt like a therapy group. At other times it was one more thing to get done in a busy week. Mostly it was a space, a time, a community that I eagerly looked forward to reaching. I mulled over our conversations and discussed ideas brought up in our sessions with others. I leave with a sense that there is a group of people who will support me and who I wish to support when they act courageously.

III. Recommendations

In light of these outcomes, reflections and observations, I offer the following recommendations to the CEC and the President's Office:

- 1) Continue to fund and support this seminar, including a Graduate Assistant position, stipends for participants and facilitators, materials, and funding for visiting experts.
- 2) Reach out to faculty who have participated by sending a letter of recognition, encouragement, and thanks.
- 3) Offer visible public support (in public talks, on websites, in conversations with deans, chairs, etc.) for the work these faculty members are doing.
- 4) Acknowledge and seek to mitigate potential costs to faculty who participate (time away from other research; potential stigma associated with allying with what some may see as a politically charged goal; potential impact on student evaluations as instructors take on the responsibility of facilitating conversations on difficult topics with students, etc).
- 5) Offer sessions for faculty who are not able to commit to a full-year seminar, perhaps through a series of workshops focused on specific themes or addressed to specific disciplines.

Advice to future seminar leaders:

- 1) Ensure that the syllabus remains responsive to participants' interests and needs.
- 2) Operate under the assumption that there is no quick fix or uniform answer to any of the issues under discussion; doing so will encourage genuine questioning both of the nature of the problems at hand and the suitability of proposed solutions.
- 3) Encourage all participants to share practical ideas and concrete suggestions—otherwise the conversation will likely remain too abstract.
- 4) Don't shy away from the fact that this is a *faculty development* seminar: Participants are supposed to be challenged—challenged in how they think about the topic and the way they operate in their classrooms. Acknowledge that it will be hard work, that there will be disagreements, and that there will be discomfort.
- 5) Build in carefully crafted sessions, early on in the seminar, that encourage faculty members to draw on and share their own personal histories, experiences with discrimination, power, privilege, etc. Return to this kind of work later in the semester, as participants become more comfortable with each other.
- 6) Trust that faculty will be willing to engage in work outside their disciplines and comfort zones.
- 7) Support the faculty in their commitment. Write letters to chairs and deans describing the seminar, explaining the level of work it requires, and inviting them to recognize the participants as appropriate.
- 8) Re-convene the seminar in 'reunion conversations,' to give faculty an opportunity to report on progress to the broader campus community (i.e., in the proposed "symposium"), and to connect faculty in this year's seminar with participants in future iterations of the seminar.

IV. Appendices

1. CEC Faculty Development White Paper
2. CEC Faculty Development Seminar, Spring 2009: Summary and Recommendations
3. Participants statements of interest in the seminar
4. 2010-2011 Seminar Syllabus
5. Participants' end-of-year reflections on the seminar

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.

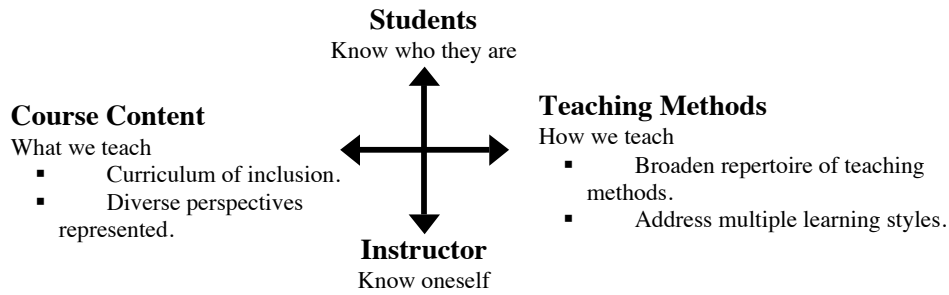
The CEC believes that moving the curriculum in this direction must begin by supplying the necessary faculty development opportunities and instructional design support to create, sustain, and assess inclusive curricula across the university for a variety of learners. A more inclusive curriculum requires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

Appendix 2: Spring 2009 Seminar Summary and Recommendations

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.

Appendix 2: Spring 2009 Seminar Summary and Recommendations

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
		\$45,000	\$45,000	\$45,000	\$135,000

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.

Appendix 2: Spring 2009 Seminar Summary and Recommendations

CEC Faculty Development Seminar Spring 2009

Summary and Recommendations

Dr. Jackie Krasas
Dr. Yaba Blay

12 participants + 2 facilitators, 6 weekly meetings

The faculty participants are highly supportive of the seminar going forward and were forthcoming with ideas about how it should function. Participants desire to continue meeting on a voluntary basis.

Challenges:

1. multidisciplinary, cross-college faculty constituencies

From our readings and discussion, it became evident that a faculty development seminar on social justice/diversity/inclusion should have both cross-disciplinary and disciplinary components. Disciplines (and individuals) are in different places with regard to these issues, thus individuals from disciplines with little experience in this area would benefit from participation with a larger, more experienced group. Different disciplines have different contributions to make to social justice pedagogies. These contributions should be shared.

Individuals must be able to have important disciplinary-based discussions as well. What amounts to profoundly questioning the canon in one discipline may amount to routine practice in another. Faculty need to be able to reflect on what these issues mean in their own disciplines. This may be particularly challenging for some areas of science, engineering, and business. Disciplines with less obvious connections to social justice/diversity/inclusion (such as some areas in the sciences, engineering, and business) need a different kind of development from those for whom these topics are routine. Nevertheless, both groups can and should benefit from joint participation.

2. multiple starting places

We also feel that it's important that less experienced individuals not feel intimidated by the process. We must honor multiple starting places and create the space to *not* know.

3. multiple goals

The seminar has had multiple goals from its original conception. These range from self-examination and attention to classroom dynamics to refinements in social justice teaching pedagogies. We believe that the multiple goals are interconnected and with proper design can be incorporated into one faculty development seminar (see structure recommendations below).

4. creating the right group composition

Appendix 2: Spring 2009 Seminar Summary and Recommendations

For the reasons above, the right group composition is crucial to the success of each faculty development seminar. The group composition will need constant attention as more faculty have completed the seminar. At some time, the content may need to change as well to take into consideration the changing composition of the participant groups.

Ideas about structure (with the above in mind):

1. Two-semester model with fall focusing on a survey of those topics to be focused on more pointedly in the spring.
2. Fall:
 - a. Survey of potential topics
 - i. biases/classroom dynamics
 - ii. social justice/service learning
 - iii. challenging the canon
 - iv. global/local connections
 - v. pedagogy/teaching presence
 - vi. epistemologies/transformational learning
 - b. Guest speaker sessions to cover broader topics in the area of social justice/transformational pedagogy
3. Spring:
 - a. Breakout working (affinity) groups formed based upon those topics surveyed in the fall
 - b. Occasionally scheduled larger group meetings
 - c. Invited speakers with expertise in some area of each topic to give public lecture, followed by small working meeting with seminar participants
4. Composition should include more than one person from a discipline or closely-related disciplines.
5. Individuals should receive one course release for participation in the two-semester commitment.
6. To create continuity in the program, “graduates” of the seminar will be asked to come back and work with new folks, perhaps facilitate one of the breakout working groups.
7. Seminar and its speakers and outcomes must be publicly visible. This could take the form of a symposium (similar to the 2009 Academic Symposium) and/or a collection of essays for publication, similar to the text used during the pilot seminar.

Appendix 2: Spring 2009 Seminar Summary and Recommendations

8. The title of the seminar must be anchored in the language that the university values (not “diversity”) so that it is clear the level of “academic” energy put forth (not a workshop!). i.e. “The Scholarship of Social Justice Pedagogy”

Other ideas:

- participation should “count” as the scholarship of pedagogy rather than service
- visible public support for the seminar from chairs, deans, and above

Thoughts about AY 2009-10:

Absent a faculty development position dedicated to running this seminar, there are some challenges. It is clear that moving forward in this new manner necessitates significant leadership and time commitment. AY 2009-10 might best be spent as a developmental year tailoring the seminar to Lehigh based on the suggested model above. Funding could be used to secure outside speakers and to create sub-group facilitators (perhaps from the pilot group) responsible for creating one component of the future seminar. In this way, no one individual is overburdened and we make the best use of the faculty resources we have. This also brings some continuity from the pilot seminar.

Appendix 3: Participants' Statements of Interest in the Seminar

2010 Faculty Seminar of Diversity and Social Justice in the Classroom Lehigh University 2010-2011

List of participants, with each participant's statement of interest in the seminar

Cirleen DeBlaere (Education): "My research is focused on diversity- and social justice-related issues. Specifically, I am interested in the identity development and experiences of individuals with multiple minority identities. In particular, I have examined the links of perceived discrimination experiences to mental health as well as potential intervening variables in this link. My interest in diversity and social justice does not end with my research. As an instructor, I attempt to integrate issues of diversity and social justice into every course that I teach no matter the topic. This has resulted in some challenging discussions as well as countless hours contemplating how to best incorporate these issues into my courses in ways that are impactful. I have found it difficult at times to find a balance between discussing the importance of considering issues of diversity and social justice with my students and negotiating the many levels of awareness (or lack thereof) that may be present among the group. I would welcome the opportunity to be able to have an open dialogue with other faculty about how they approach these issues in their own work. In particular, as a new faculty member, I would be interested in learning about the specific ways/techniques (e.g., activities, books) that others have been able to effectively incorporate issues of diversity and social justice into their classes."

Nandini Deo (Political Science): "I teach a number of courses on comparative politics in which students are exposed to other forms of governance and social life. This exposure raises questions of identity and equality, and leads students to question assumptions of patriotism and American privilege. I would like to become better at facilitating these conversations and channeling them in a productive direction. Often students become frustrated or feel guilty. I would like to talk about how to manage these feelings and show the students all the ways in which they can have a positive impact on the world around them."

Elizabeth Fifer (English): "My courses have always had their basis in social justice. I teach contemporary American multicultural literature and world literature. Those fields lend themselves to questions of social justice and diversity. Students read texts and view films that document the lives of the disadvantaged, often in developing countries. They consider how poverty and gender, racial, or religious difference affect societies and possible solutions to the issues the texts present. I want to encourage both sensitivity and activism in my students. How can I stimulate students to be interested in sectors of society and places in the world they may never have considered before? What are the best strategies to combat prejudice? How can students practice problem solving skills? I want to do this while cultivating an appreciation for the aesthetics of the literature, not using art as sociology. I'd like to develop two new courses, one an American multicultural and one a world literature course, incorporating some innovative pedagogical techniques to analyze the relationship of art to social change."

Appendix 3: Participants' Statements of Interest in the Seminar

Arpana Inman (Education): "I am interested in addressing different levels of social justice involvement; infusion of literature and activities within the time frame; making it a consistent thread within courses across program; what kind of climate and how to create this climate within program - some thoughts to start with."

Michael Kramp (English): "I am new to the Lehigh community in Fall 2010, and I am interested in exploring how the issues of social justice and diversity fit into the specific plans of the Department of English as well as the larger plan for the University's immediate future. My experience in higher education suggests that these are issues of great importance to a select group of faculty, staff, and perhaps even departments, but universities en masse struggle to talk openly and effectively about these difficult topics. I would like to work to facilitate such conversations. I am specifically interested in thinking about the English Department's new focus on Literature and Social Justice in terms of the origins of the discipline. As a nineteenth-century scholar, I am thinking about a series of debates and public discourses on education, literacy, and the role humane letters in civic development and national progression. I would like to develop a course in which we could study these debates; such a course would include writers like Cardinal Newman, Matthew Arnold, Florence Nightengale, George Elliot, John Ruskin, Thomas Huxley, and Charles Darwin. My question for this course is to plumb the beginnings of the discipline of English to consider how or in what ways questions of diversity and social justice served as the fundamental starting points for forming the field and arranging its parameters."

Jenna Lay (English): "My field is seventeenth-century English literature, and both my research and my teaching focus on gender, politics, and religious conflict in the early modern period. In my courses, I encourage students to engage contemporary questions of social justice through the lens of the texts we read for class. What, for example, can an early modern pamphlet debate about female education teach us about modern notions of gender difference? Does Margaret Cavendish's 1666 critique of Robert Hooke's "Micrographia" in her science fiction fantasy "The Blazing World" help us to contextualize or contradict Larry Summers' more recent comments about women and science? How do representations of Catholic dissent in Protestant England shed light on religious conflict in our own century? For this seminar, I would either work on further developing the social justice focus for my spring course on Discovering New Worlds in Early Modern England or on my secondary pedagogical interest in contemporary food politics. In the past, I have taught a writing course in which students read twentieth- and twenty-first-century writers on a wide range of issues related to food (animal rights, genetic engineering, locavore movements, organics, Slow Food, agricultural policy/subsidies, taste/class, gender disparities in the kitchen) before writing a research paper engaging one or more of these issues. In the future, I would like to incorporate a community-service component into this course. This seminar would be a perfect opportunity to work on either of these courses (and I'm sure I'll get plenty of ideas for both). Since this is my first semester at Lehigh, I'm also eager to learn more about the university's focus on social justice and to connect with other faculty members interested in developing their pedagogy along these lines."

Appendix 3: Participants' Statements of Interest in the Seminar

Ed Lotto (English): “The English department is involved in thinking through what it means to teach about social justice. Thus, in a general way, I am interested in the topic. But I also have some particular interests in it. First is my interest in language and writing and the ways in which it shapes our perceptions. I have written a bit on academic language and its pros and cons for justice, trying to find a middle way between claiming that it is value free and seeing it as totally oppressive. I have also looked at the use of writing by basic writers and users of African American. Finally, I am interested in the environment and the ways in which an “environmental imagination” might help us be more just to each other.”

Greg Reihman (Faculty Development/CAS-Philosophy): “As the facilitator of this seminar, I am hoping to help create the conditions for productive conversations about the topics at hand. The challenge, I think, will be to strike a balance between comfort and discomfort—we will need to achieve a level of comfort so we can have the kinds of honest conversations that yield genuine understanding while also accepting a degree of discomfort so that we can seriously address the hardest questions of prejudice, privilege, and injustice. From a curricular perspective, I am always looking for ways to lead to students to work with texts from outside the Western tradition and to address the historical questions of underrepresented groups in philosophy. As a teacher, I am hoping to learn better approaches to generate good conversations with students about race, culture, ethics, and justice. In my scholarly work (which for some time now has looked into the history of how Western philosophers have interpreted Chinese philosophy), I am continually wrestling with questions about the invention and use of race, the pitfalls of cross-cultural interpretation, etc. I’m hoping that through this sustained conversation I will sharpen my skills and thinking in all of these areas.”

Tina Richardson (Education and Human Services): “I have taught and conducted research related to diversity issues most of my career. Social justice topics have been progressively integrated into my teaching, scholarship and service. However, it has been a rare occasion that I have a cohort of colleagues at Lehigh with whom I can discuss curricular or pedagogical development of this nature. I would like to participate in this opportunity in order to better build a network of peers with shared interests in this area and to enhance my scope of knowledge as well as my ability to engage students in the process of translating diversity and social justice concepts into service learning, volunteerism and career opportunities. I would use the seminar to develop a set of activities/resources for students that would augment classroom instruction.”

Brenna K. Wood (Education and Human Services-Special Education): “I am really interested in creating learning opportunities to promote student understanding of diversity and social justice. My undergrad was in Women's Studies, but it is one thing to take a course and something entirely different to teach a course addressing social justice and diversity...I have so much to learn. In addition, I am working on a new prep course focusing on the theory and research on culture and disability (starts Fall Semester). We are using an interdisciplinary approach to look at the over-representation of minority students in special education. Also, I am a new member of the COE Diversity Committee. I feel this opportunity will help me bring more to my role as a committee member.”

Appendix 3: Participants' Statements of Interest in the Seminar

Alexander Wiseman (Comparative & International Education): “I am interested in the ways that gender and culture intersect to provide either opportunity or disadvantage in education. I am especially interested in gender and how it intersects with particular cultural traditions related to religion (e.g., education of girls/women in traditionally Muslim societies). This is something that I would like to explore more in terms of the context at Lehigh and among international students in our graduate programs, as well as a research interest of mine regarding actual educational systems/situations in the Middle East (and particularly the Gulf Cooperation Council countries). I would like to develop a curriculum for our Comparative and International Education program that more fully engages the (dis)advantage that accompanies gender as it intersects with culture, society and educational systems in predominantly Muslim communities, and it would be especially helpful to be able to develop a pedagogical project or activity/experience for my students to more fully understand the dynamics of such a complex and “foreign” system.”

Syllabus: Faculty Seminar on Diversity and Social Justice Lehigh University ~ 2010-2011

The purpose of this seminar is to create an opportunity for Lehigh faculty to learn more about teaching courses that promote student understanding of social justice and diversity. Funding and motivation for this seminar come from the Council for Equity and Community, established by President Gast in March 2008 to help build a stronger community that addresses racial, cultural and other boundaries as they manifest on Lehigh's campus.

Participants

Adafo Austin	(Education – Counseling Psychology, doctoral student) – seminar TA
Cirleen DeBlaere	(Education – Counseling Psychology)
Nandini Deo	(Political Science)
Elizabeth Fifer	(English)
Arpana Inman	(Education – Counseling Psychology)
Michael Kramp	(English)
Jenna Lay	(English)
Ed Lotto	(English)
Greg Reihman	(Faculty Development / Philosophy) – seminar facilitator
Tina Richardson	(Education – Counseling Psychology)
Jennifer Swann	(Biological Sciences)
Alexander Wiseman	(Comparative & International Education)
Brenna Wood	(Education - Special Education)

The Plan

This seminar will meet Tuesdays from 10:10 to noon in EWFM 370d, from September 14th to December 6th (see full schedule below), plus four additional meetings during the spring semester. Seminar meetings are intended to provide opportunities for intellectual engagement with prior scholarship on the topics at hand, informal conversation about challenges we face in our classrooms, and planning for specific changes we want to make in our curricula or pedagogies.

Expectations

This is a faculty development seminar to which you have applied and into which you were accepted. As such, it is a voluntary undertaking; however, once we have agreed to participate in the seminar, we all agree to participate and contribute in the following ways.

Attendance and Participation

Seminar participants are expected to attend and participate in every session. If you know in advance that you will need to miss a seminar meeting, please let the facilitator know so plans can be made accordingly.

Appendix 4: 2010-2011 Seminar Syllabus

Journals

Everyone is asked to keep a private journal. Each week the facilitator will provide a prompt that to help you reflect on the day's conversation and to begin on topics that will arise in the subsequent session(s). However, the most important prompts will be your own, for the journal is ultimately a place for you to work through your ideas about how our conversations, readings, and topics inspire, challenge, or frustrate you. Journals are for your review only, though on occasion we will ask you to write some additional reflective pieces online in our Course Site and this online work will be visible to all participants.

Cross-Campus Events Participation

It goes without saying that we are not the only ones on campus addressing the need for additional attention to matters of diversity and social justice. To help connect our work with the work of others on campus, you are asked to take part in at least two student-focused social justice oriented events during the semester and report back to the group. Facilitators will ensure that everyone is kept informed of these opportunities. In addition, we will be bringing several guest speakers to campus over the academic year and seminar participants should plan to attend their talks and related events.

Project Development, Implementation, Presentation

During the fall semester, you will work to develop a specific project connected to a course you are teaching in the spring (or later, if necessary). Some of our class sessions will be devoted to updating the group on progress, sharing resources, revising plans, etc. In the final week of the fall session all participants will present to the group their final plans for their project. The presentation should be 5 - 10 minutes in length and should be quite specific in stating (a) the challenge(s) the project is meant to address, (b) your plan for modifications to curriculum and/or pedagogy together with your reasons for thinking that this plan will address the challenge you have identified, and (c) your plan for determining how well the project worked. Based on feedback during these presentations, participants will write up a brief project description, which will be included on our seminar website. During the spring semester, these projects will be implemented and seminar participants will meet four times to update one another on progress and to provide input and support. At the end of the spring semester, we will host a Symposium to highlight the work each of you has done and to share results with a broader community. It is our highest hope that these projects will be sufficiently well grounded in scholarship and reflective classroom practice that you and your peers view your work as something worthy of presentation or publication.

Texts and Required Reading Material

(Required)

1. *Teaching for Diversity and Social Justice*. Maurianne Adams, Lee Anne Bell and Pat Griffin, 2nd Edition. Routledge. (2007)
2. "Diversity and Complexity in the Classroom: Considerations of Race, Ethnicity, and Gender." In Barbara Gross-Davis, *Tools for Teaching*. San Francisco, CA: Jossey-Bass Publishers. (1993). <http://teaching.berkeley.edu/bgd/diversity.html>
3. A simple writing journal.

Appendix 4: 2010-2011 Seminar Syllabus

(Suggested—available to be borrowed)

1. *Diversity Across the Curriculum: A Guide for Faculty in Higher Education*. Jerome Branche, John Mullennix, Ellen R. Cohn. (2007).
2. *Getting Culture: Incorporating Diversity Across the Curriculum*. Reagan A. R. Gurung & Lorento R. Prieto (2009).
3. *Doing Diversity in Higher Education: Faculty Leaders Share Challenges and Strategies*. Winnifred R. Brown-Glaude (2008).

Guidelines & Principles:

(Adapted from those used by Margaret Andersen, University of Delaware; open to revision based on first day's discussion)

The following guidelines are intended to promote an atmosphere that will facilitate the learning process as well as respect the experiences of different groups in the classroom and the larger society. Participants can agree to revise them and add others, but we should commit ourselves to a set of rules by the end of the first class.

1. We will work to create a respectful and open atmosphere in order to create a safe space in which to engage in difficult discussions.
2. We will openly discuss and process various myths and stereotypes about race, ethnicity, gender, sexual orientation, disability, class, etc. and share strategies for breaking down those barriers that impede group cooperation.
3. We will never demean or devalue members of the seminar for their experiences.
4. We will assume that all of us, regardless of our racial identity, nationality, sex, class or cultural background, have been influenced by the aspects of power and privilege of our society and, further, that there almost certainly are aspects of this influence about which we are not yet aware.
5. While we cannot be blamed for the misinformation that we have learned, we should be open to conversations that counteract the flow of misinformation.
6. We will assume that the conversation in seminar is private and we will not repeat outside of the classroom what others have said without first obtaining their permission.
7. We will try to see the world through the experiences of people who have different perspectives than our own. This will mean not assuming that one's own perspective is the only or the best way to see and think.
8. We will be attentive to our own 'triggers', i.e. those words, claims, viewpoints, etc. that we find emotionally provocative or intellectually troubling. When we find ourselves triggered in this way, we will discuss openly the fact that we've been triggered and begin a conversation about why.

Appendix 4: 2010-2011 Seminar Syllabus

Schedule (subject to change based on the needs of the class):

Date	Topic / Activity	To Do:
	Unit I: Concepts, Definitions, Theories	
9/14	<u>Session 1:</u> <i>Introductions and Orientation</i> -Review syllabus, goals and expectations -Discussion and revision of guidelines -Defining our questions -Case studies – the situation at Lehigh	Participants’ statements
9/21	<u>Session 2</u> -Our competence, our authority, our risks -Students’ competence, authority, risks	Adams Ch. 16 & 17
9/28	<u>Session 3</u> -Foundations and Frameworks -The languages of Social Justice pedagogy	Adams Ch. 1,2,3
10/5	<u>Session 4</u> -Social Justice Theory: Building a foundation and understanding of core social justice theoretical components.	Adams Ch. 6 & 7
10/12	<u>Pacing Break—no meeting</u>	
	Unit II: Curriculum & Pedagogy Development	
10/19	<u>Session 5</u> <i>Diversity and Complexity in the Classroom</i>	Gross-Davis (online)
Thursday 10/21	<i>Guest Speakers Agnes Kwong and Christine Hofsess</i>	
10/26	<u>Session 6</u> -Bringing it Together: Discipline Case Studies (Potential Date for Guest Speaker)	Adams Ch. 4 & 5 TBA
11/2	<u>Session 7</u> -Bringing it Together: Discipline Case Studies (Potential Date for Guest Speaker)	TBD
11/9	<u>Session 8</u> <i>Workshop: A collaborative working session to enhance the scholarly foundation and direction for our projects.</i>	TBD
11/16	<u>Session 9</u> <i>Workshop: A collaborative working session to enhance the scholarly foundation and direction for our projects.</i>	TBD
11/23	Thanksgiving Week - No Meeting	
11/30	No Meeting	
12/7	<u>Session 10</u> <i>Faculty Project: Presentations</i>	TBD

Appendix 5: Participants' End-of-year Reflections

Faculty Diversity and Social Justice Seminar: Personal Reflection

Cirleen DeBlaere

As a biracial Asian American woman, issues of diversity and social justice have been an inherent part of my experience (whether or not I was always aware that this was the case). In many ways, my field of study – Counseling Psychology – and my areas of research – intersections of multiple minority identities and the links of discrimination to mental health – directly reflect my journey to understand my own experience and give voice to the experience of others. Indeed, I view my research as a vehicle for social justice. It is my hope that it brings to the fore issues and experiences relevant to individuals who have often been overlooked or marginalized not only in psychology but societally. Similarly, I view the courses I teach to be opportunities to promote issues of diversity and open dialogues about potentially difficult topics. This last value, in particular, led me to apply to be a part of the diversity and social justice seminar. I was enthusiastic about the prospect of being able to converse and exchange ideas with other faculty invested in these issues. Also, as an Assistant Professor, not so far removed from my graduate studies, I was seeking mentorship.

It is my intention to incorporate issues of diversity and social justice into every course that I teach. This has not ever been an easy road. The challenge is not in incorporating the material, I feel issues of culture are fundamentally interwoven into our experiences as people, but rather having every student (or even most) engage in and value the discussion. To further complicate matters, how do I engage students in a discussion that may be perceived as an agenda – another person of color pushing a discussion about diversity? I am most often faced with a class of predominately White/European American students at various levels of ethnic

Appendix 5: Participants' End-of-year Reflections

identity development. I recognize that diversity encompasses more than race/ethnicity and actually spend some portion of most of my classes broadening the discussion of diversity to issues of social class, sexual orientation, and gender among others, but I think that my visible racial/ethnic identity, often not one shared with my students at Lehigh, lends itself to certain dynamics. So, I return to my question of how do I manage these discussions and how do I make culture, diversity, and social justice feel relevant to my students, many of whom have never considered themselves to have a culture in the first place. These were the questions that brought me to the seminar and I believe that I have learned a thing or two that will assist me as I move forward. First, several of my colleagues from all different areas of study are using innovative techniques in their courses (e.g., web chats with students abroad, cultural maps) that encourage exploration and awareness of diversity and social justice. I feel that these techniques are ones that I can easily incorporate into my courses to continue to facilitate discussions of diversity and social justice. Perhaps the more important lesson learned, however, was that I am not alone. It so happens that most everyone in the seminar has and is experiencing similar struggles. They may not experience the exact same struggles as I, but they still feel challenged and ask similar questions – how do I have these discussions and how do we make these discussions feel relevant? This realization was significant for me. As a newer faculty member finding her identity as a faculty member amongst and intersecting with all of her other identities, it felt immensely reassuring to learn that I was not alone; that discussions of diversity and social justice are challenging for even the most seasoned of faculty. As a counseling psychologist, I cannot emphasize enough the power of normalization. To feel and understand that my struggles are normal, typical even, meant for me that perhaps I was not completely on the wrong track, that these questions about how to

Appendix 5: Participants' End-of-year Reflections

have discussions on issues of diversity and implement social justice initiatives were not MY questions but THE questions. In many ways this realization made the seminar about something bigger, something greater than incorporating these issues in my teaching. I think the issue became more about citizenship, being an agent of change in all my various spheres of influence of which teaching is only one (an important one to be sure, but still only one of many). This is also where I believe the mentorship piece came into play. Over the course of this seminar, I listened to the struggles and triumphs of faculty who have been voices for change and advocacy at Lehigh. They discussed their strategies for sustaining their spirit in the face of great obstacles and the ways that we must celebrate our small victories while keeping an eye on the larger ones.

As this seminar comes to a close, my goals for the future are to continue to integrate diversity issues and social justice initiatives into my research, teaching, and practice. I also appreciate greatly having made new friends and allies while deepening relationships with others. For me, this seminar cemented the fact that my experience and conceptualization of diversity and social justice involves an integration of the personal and professional. The feminist anthem that *the personal is political* comes to mind and I feel this to be true in describing my experience. Through the ups and downs of our times together, I feel more confident in this value and my values in general. One value in particular that was reiterated for me during this seminar was the critical need for “safe spaces” for students, faculty, and staff with marginalized identities. So, as I move forward, I make being an ally, being a safe space, and actively creating more safe spaces, a personal goal.

Appendix 5: Participants' End-of-year Reflections

Social Justice Professional Development Seminar Essay

Nandini Deo

“It’s an act of courage to be who we are in any situation, without retreating behind a barrier. Although it may sound contradictory, we can actually be vulnerable and fearless at the same time. This kind of vulnerability is sometimes misunderstood as weakness instead of an expression of strength....To be fearless doesn’t mean that we become more aggressive, solidify our self-fixation, or increase our self-importance. It simply means that we’re willing to be open, genuine, and truthful with ourselves and others.” Dzogchen Ponlop Rinpoche *Rebel Buddha* 2010

Why did I join the seminar? What were the most significant things that happened and how did I change as a result? What do I plan to do going forward?

I jumped at the chance to join this seminar primarily because I want to be someone who uses her position within the academy to advance social justice and foster diversity. Specifically, I hoped to think about ways of shaping my courses to allow students who appeared to be sheltered and homogenous to a complicated, messy and often unjust world. I thought of my students as people in danger of growing up to be part of the privileged and self-satisfied elite. I wanted to find ways to save them through my teaching. The conversations in our seminar about pedagogy and our own location/identity, along with the events that unfolded on campus forced me to rethink my “mission”.

Rather than worrying so much about how I might save my benighted and befuddled students, I realized that I had a great deal of work to do on myself. This past year has led me to become both more and less self-conscious in the classroom. I am more conscious of the ways in which my voice and actions are perceived by my students. I am less concerned about how they might judge me. I am definitely less judgmental in my approach to my students. And, I have become more optimistic about our college community of scholars and students. I have some distance to go before I can say the same about our administration. Finally, over the past year I have developed a new research project which is related to some of the subjects we have discussed in our classroom. All in all, I have had a pretty transformative year. These transformations have come partially as a result of the faculty seminar.

Our readings, conversation, and the exercises we did with our external consultants pushed me to rethink the way I introduce myself to my students. We realized that asking our students to critically examine their own areas of privilege and marginalization asked them to engage in an exercise that requires courage and great trust in our classroom environments. It is incumbent upon us to model that kind of vulnerability and trust for them before we ask them to commit to it. This must be done in spite of all the anxieties and neuroses we have about our own identities as human beings. It requires the kind of fearless open hearted approach described by Ponlop Rinpoche above. I am less afraid to describe myself and my differences from my students in

Appendix 5: Participants' End-of-year Reflections

terms of identity markers because I have forced myself to learn how to acknowledge those differences while encouraging a conversation about what they mean. Ultimately, they only mean what we choose to have them mean. As Tim Wise argued in his visit to campus, we should not be color-blind, but we also must be open to relating to each other as individuals. My being more open and honest with my students hopefully will help create the kind of open and trusting classroom which enables difficult explorations.

I am also getting better at remembering that our students are here to learn. That they have many gaps in their knowledge and many misconceptions (see Blackface incident). But, that they are actually surprisingly open to learning more and rethinking their ideas; much more so than most of us are. The four lessons I learned from this campus catastrophe were: first, that the majority of students want to do the right thing but don't always know what it is; two, there are some truly courageous students who speak up and model what the right thing is for the rest of us; three, our role as faculty who are ready to talk to the students, listening to them and supporting them is very important; and fourth, that our administration has no idea how to deal with our ugly campus climate and little desire to learn about it.

The process of discussing each other's course syllabi was really helpful for me. It helped me identify new areas where I could tweak a reading or research project in order to make the discussion move in the direction of studying the effects of power on both those who exercise it and upon whom it is exercised. It was equally helpful to hear the positive comments from so many participants about the syllabus. Having my syllabus affirmed by this group has made me more comfortable with it and allowed me to share my enthusiasm for the course with my students in a more direct and effective way. Once again, this group helped me be more open with my students and I trust that my passion and creativity is communicated to them and perhaps is infectious (I wish!).

Last, a brief description of my research project:

Resources are distributed unevenly in the world. Attempts at creating a more equal distribution are typically met with resistance and violence. Historically men have had access to economic, political, and cultural resources while women have not. Yet, in the past hundred years there has been a dramatic shift. All over the world women are gaining access to these resources and sharing in them more equally with men. This shift has occurred as a result of women organizing politically to demand their fair share. But, it is only possible with the cooperation and support of men. The advance of women's rights depends on male allies supporting them. There is very little literature examining the men's role in securing women's rights. This study is a first step in developing a theory of "male allies". The purpose of this investigation is to present an operational definition of male policy allies and develop an understanding of the circumstances in which male allies support policies that benefit women.

Having seen our seminar model a supportive community of faculty, witnessed many of our students standing together to support themselves, and seeing how each of us has the choice to stand for social justice is in part what motivates my new research project. Not enough is known about the politics of allies. I believe that what united each of us in this seminar despite our disciplinary, ideological, ethnic, gender, status differences is our desire to be strong allies to those

Appendix 5: Participants' End-of-year Reflections

who need them. This desire is a powerful force and I am thrilled to be planning to spend the next five years or so thinking about it.

At times our group felt like a therapy group. At other times it was one more thing to get done in a busy week. Mostly it was a space, a time, a community that I eagerly looked forward to reaching. I mulled over our conversations and discussed ideas brought up in our sessions with others. I leave with a sense that there is a group of people who will support me and who I wish to support when they act courageously.

Appendix 5: Participants' End-of-year Reflections

Reflections on Our Seminar

Betsy Fifer

The seminar on Teaching Social Justice was important to me in a variety of ways. It influenced the way I taught my contemporary world literature course, "Nationhood and Identity," helping me to recast the texts in the light of students' personal experiences and to include an interview module with an Iranian graduate student that gave them insight into a life beyond the fiction they read. Devising questions and working on a film of the interview were important learning experiences. I found the emphasis on self-disclosure to be refreshing, although it left us vulnerable in many ways. Like others, I welcomed the visit of Christy Hofsess and Agnes Kwong from "Interconnections Consulting," discussing how to use the self as a pedagogical tool for social justice and diversity. I am now more confident sharing details from my socialization and navigating the subjects that arise when students are open about their own attitudes and lives. This kind of exposure enhances the learning environment and deepens students' understanding of the material in the course. When students reveal the challenges they face they become more sensitive and empathetic to the situation of others.

In the seminar we discussed how to connect students to the larger global world and help them to be effective agents of change in the environment of Lehigh and in their communities. In my classes I struggle with the need for both intellectual abstraction and direct, practical discussions of social justice. One approach helps students gain distance and perspective, while the other gives them the confidence that what they are learning has application beyond the classroom.

The four circles of power we dealt with were the dynamics of the seminar itself, where senior faculty and newer faculty interacted, the University, where an ugly racial incident of blackface galvanized individuals to speak out, the community, where poverty and privilege exist side by side, and the global situation, which was increasingly volatile as the semester progressed. Senior faculty had to talk less and listen more to make space for others to express their opinions freely, recognizing the reasons junior faculty need protection and affirmation as they forge their careers at Lehigh.

We registered our concern over the University's failure to recognize the hostile atmosphere for people of color. Greg Reihman's leadership helped Provost Farrell to make his letter to the University over the incident more forceful. Adafo Austin spoke of the need for a policy statement about our values. This will be expressed as part of the written record of our seminar. If we critiqued the process by which the Vice President for Academic Diversity was chosen, at the same time we agreed to fully support him in this welcome new initiative. Faculty from the COE suggested ways our courses could be integrated more into the community—CAS faculty will institute several new initiatives involving service learning in the fall. How to make world

Appendix 5: Participants' End-of-year Reflections

issues relevant to students became a frequent motif as our seminar responded to the revolutions in the Middle East.

What I take away from the seminar will resonate for a long time in my teaching. I learned humility listening to the experiences and the expertise of other faculty. I have to think more carefully about how to plan my courses to affect the lives of students and encourage critical thinking about injustice—government corruption, unequal access to good and services, poverty, and violence—that make revolutions inevitable. I am grateful to Greg Reihman and Adafo Austin for their sensitive facilitating and to the whole seminar for speaking out against local and global wrongs and for suggesting concrete ways faculty can use their power for social change.

Appendix 5: Participants' End-of-year Reflections

Reflections on the Social Justice Seminar

Arpana Inman

“Never doubt that a small group of thoughtful, committed people can change the world.

Indeed, it is the only thing that ever has.” ~ Margaret Mead

As a faculty in the College of Education, I see my involvement with social justice to be a natural extension of my professional work in the field of Counseling Psychology. As an academic and researcher, focused on understanding the influence and intersection of social contexts or conditions (e.g., immigration, discrimination, violence) and cultural identities (e.g., gender, ethnicity, race, sexuality) on one's wellbeing, an emphasis on social justice has become part of the fabric of my personal and professional identity. As such, I see a dialectic intersection between social justice and my role as an academic-scholar.

When I received an invitation to join the social justice faculty development seminar, I jumped at the opportunity to partake in a process that would allow me to connect with likeminded colleagues, interact with people from different disciplines (i.e., Biology, English, Special Education, Counseling Psychology) and exist in a space for a couple hours where I could engage in a weekly dialogue about issues that are important to me. My particular interest was in understanding the different levels at which one can enter the social justice arena and the specific ways that one may increase the awareness and knowledge such that it translates to action and builds a sense of agency. Having taught courses on “Diversity and Multicultural Perspectives,” I recognize that difficult dialogues are part of the course and as such I was also interested in learning how faculty from different disciplines handle such discourse.

The seminar challenged all my senses but also led me to question my assumptions about people and relationships within institutions such as Lehigh University. While the textbook used in the seminar, “Teaching for Diversity and Social Justice” provided us with the knowledge base as well as shed some light on issues pertinent to developing a social justice agenda in the curriculum, it was the conversations in the seminar that had the greatest impact

Appendix 5: Participants' End-of-year Reflections

on me. As we engaged in conversations we talked about how we conceptualized social justice and what it meant to be engaged in social justice. I felt the group struggle not only with the definition of social justice but also whether engagement should occur at a personal level or at a curricular level. Should social justice start with a personal reflection or should it be relegated to readings and assignments? What kinds of disclosures are we willing to make, as faculty, that highlights our own discomfort with these issues? How can students be engaged in these discussions without feeling discomfort? In essence, the question was when does the personal become academic and when does the academic become personal. These raised some important questions for me. For instance, in this context, how far were we willing to go and who were we protecting in this process– the students, us? Or both? I guess this also spoke to where we were in terms of our own personal awareness, understanding, and readiness to confront these issues in ourselves. This further impacted our ability to look at our own interpersonal dynamics in the group. Perhaps this is the case for our students as well. Conversations stayed intellectual for the most part resulting in a lack of agency and created an air of impotence. When we finally moved from the intellect to the emotional it forced us to examine our own social locations and positions but only to the point of comfort. We discussed issues in the context of our faculty status (i.e., untenured versus tenured), age, as well as faculty-student relationships, aspects that seemed easier to attend to. Interestingly, a shift occurred several weeks into the seminar when we had outside consultants, Christy Hofsess and Agnes Kwong, from Interconnections Consulting, who came in and spoke on the “Self as a Pedagogical Tool for Social Justice and Diversity.” Although we addressed some basic tenets of social justice, and our conversations remained academic, there was certainly a shift in the group dynamics at this time when for the first time we reintroduced ourselves at a more personal level. In sharing our personal histories we highlighted how our social contexts (e.g., family, community, privilege, power, oppression, immigration, marginalization, discrimination) and our cultural identities (e.g., ethnicity, race, gender, SES) intersected to inform our lives and for a moment, we were able to enter each other’s experience. Our interactions and discussions in the seminar allowed us a glimpse into classroom dynamics that can evolve in the course of diversity-social justice related discussions. However the general climate related to diversity and social justice at Lehigh as well as those

Appendix 5: Participants' End-of-year Reflections

critical events that occurred during the time we met (e.g., black face) provided us with a lived experience of what it meant for us as members of the community to be in the midst of the incidents and engage in such discourse – questions of personhood and representation came up. In many regards, we functioned as a microcosm of the community in which we lived and worked. Discussions ensued about individual and institutional level responsibility. What did it mean to be a member of a community where such events occurred? Could we stand free from the social affiliations? Is it possible to separate our individual identities from group membership? Or are we embedded in this system and if so, what is our responsibility? How do we fight the hegemony that tends to be maintained in language, behaviors, actions, ideas, institutional policies (or lack thereof) and even our own teachings? What does it mean to question these assumptions at different levels (e.g., pre-tenure versus tenured) and the potential consequences or repercussions of following or not following the rules or norms? When the external world collides with our internal consciousness, in situations where we are all implicated, how do we challenge others? But more importantly how do we challenge ourselves? How do we not collude with the status quo? How do we take a stand? What agency do we have as individuals and members of the Lehigh community? The tension between our individual and group identities seemed to get heightened during such discussions and critical incidents. While there was agreement on the heinous nature of the events, there was a struggle to identify an individual or a collective action that could move us forward. Yet, through these conversations, I gained some important resources and allies that I feel I can connect with in the larger Lehigh community.

As I move forward from this experience, I recognize that developing a social justice agenda is a process and a journey that is constantly evolving and changing as we encounter different experiences and relationships. However, as Tim Wise articulated in his keynote speech, “it does not matter who created the mess, we are all still responsible for it.” The question is, as an educator, as a member of the community, am I willing to own my role and use my power to shift the center. Am I willing to shed the bystander phenomenon that results in a diffusion of responsibility or inaction especially where issues of social justice and diversity are concerned? Martin Luther King Jr. words ring true here, “The ultimate measure of a man is

Appendix 5: Participants' End-of-year Reflections

not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.” I believe that this is the true essence of engaging in Social Justice work. As faculty and students, we need to step out of the ivory tower and outside of our comfort zones. As I continue to work with my students, I seek to break this sheltered intellectual bubble. I plan to compliment their in-class education with out-of-class experiences, get them involved in the community that they live in so that they gain a better understanding of their social surroundings and issues that will challenge their identities and work. I seek to assist them in owning their multiple roles and identities as psychologists, social advocates, liaison, and brokers so as to challenge the “norm” in the face of inequities or oppressive behaviors. But more importantly, in keeping with Mohandas K. Gandhi, I will assume these roles; to be the change I wish to see in them.

Finally, I would be remiss if I did not acknowledge our seminar facilitators, Greg Reihman and Adafu Austin. As a faculty who is involved in addressing diversity and social justice issues, I recognize the challenges of managing difficult dialogues. I appreciated their willingness to allow the group dynamics to unfold and stay with us in those spaces. I realize that our group was a first to engage in this process and I hope that there will be many more seminars on this issue.

Appendix 5: Participants' End-of-year Reflections

Michael Kramp
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The 2010-2011 Faculty Seminar on Social Justice and Diversity has made three significant impacts on my thinking about teaching, scholarship, and perhaps most importantly, the cultural role of faculty and institutions of higher learning. First, and perhaps most obviously, the seminar has convinced me that Lehigh University struggles with matters of diversity and the very idea of education and intellectual work as an instrument of social justice. Second, the experience has re-affirmed for me the importance and difficulty of interdisciplinary work. As I reflect on these impacts even now, I am struck by how each of them serves as a reminder of the struggles and setbacks endured at Lehigh by many—especially the many who have lived and embraced these struggles for decades. And a third significant impact of the seminar has been a rather harsh reminder of the need to safeguard and at times even protect those individuals who have taken on the struggles and endured the setbacks of working on matters of diversity and social justice in higher education. When I look to my own work as a teacher and scholar, I am undoubtedly a bit daunted by the tasks that lie ahead for the university as an institution, but I think I remain optimistic about the potential of the school and the commitment of the faculty, staff, and students.

The seminar will, I suspect, be remembered in part for our conversations surrounding the Black Face photography of Fall 2010, and I think this is understandable. Reflecting on this moment now, of course, it is striking how quickly the event and the unrest surrounding the event has faded into oblivion. What I specifically remember about the weeks following

Appendix 5: Participants' End-of-year Reflections

the photos' release is the rather unbalanced email response from Lehigh's upper administration. I do believe the Provost deserves credit for pointing to both Lehigh's failure to create a culture that welcomes diversity and to the work that remains to be done. The pursuit and completion of such work, of course, is far more difficult to accomplish, and to be honest, I am not at all convinced that Lehigh has the structures or personnel in place to do this work. In addition, I am not convinced that we, as an institution, are doing enough to protect students, faculty, staff, and community members who are actively working to accomplish such work. Indeed, in the small time that I have been at Lehigh, I have been consistently reminded of the university's struggles to put people in positions to succeed in the pursuit of the goals of social justice and diversity. This is not to suggest that Lehigh as an institution is disinterested in the topic; rather, the university has announced their interest and promised commitment, but such announcements have not always been followed by subsequent structural change, personnel commitments, and ongoing structural support. I am, of course, quite encouraged by the hiring of a new Vice Provost for Diversity, and I think this is another important step toward pursuing this difficult work.

As a faculty member, this is quite simply a difficult issue, and after careful thought, I have decided to pursue my interest in diversity and social justice education by working with the immediate community of Southside Bethlehem. Lehigh is located in a diverse and quite dynamic physical location, and as I think about how to put the lessons of the seminar to work, I continually return to the Southside as a site of social justice learning—i.e. a site in which the intellectual work of teaching and research can demonstrate how institutions of higher learning can contribute to important social change. I am specifically excited about a specific project slated for Fall 2011 in which my class and I will be collaborating with an Art

Appendix 5: Participants' End-of-year Reflections

class from Broughal Elementary to document photographically the post-industrial legacy in the Southside Bethlehem community. While I certainly recognize the limited scope of this work, I think it is as a localized effort to treat social justice and diversity as a both an intellectual topic and a reality of twenty-first century cultural experience.

The seminar, as I suggested earlier, has also re-informed me of the very makeup of the university as an institution. The last thirty years in higher education has been marked by a repeated call for interdisciplinary work, and Lehigh has undoubtedly responded to this call, but the Social Justice and Diversity Seminar served to remind me of the difficulty of this work. Lehigh faculty members are smart, talented, and dedicated individuals, but they certainly do not share uniform ideas or beliefs. More importantly, perhaps, they do not share disciplinary and epistemological methods; we think about—and engage in thought processes about—matters of social justice and diversity through very different disciplinary frameworks. And these frameworks are often built in opposition; i.e. History will do a certain work in a specific way, and English will then do a different kind of work in an alternative manner. The seminar convinced me anew that while interdisciplinary work is extremely important, it is also necessarily marked by dissension, disagreement, and even confusion. I have worked rather extensively in interdisciplinary academic programs, but this seminar was a distinct experience as we considered teaching, institutional structures, and the roles of diversity and social justice in our own personal lives. This was difficult, and I think it would be useful to communicate the difficulty of this work to the upper administration as a way of illustrating the kind of commitment necessary to make the progress I sincerely believe we all share as a goal.

Appendix 5: Participants' End-of-year Reflections

I am honestly not sure how I want to engage this challenge in my own teaching and writing. Lehigh faces what I believe is a distinct struggle with interdisciplinary work because of the absence of a true general education program. In other words, because our students do not necessarily experience a great variety of disciplines in their own educations, it is challenging to create a truly interdisciplinary environment in which students can respond to the epistemologies and methods of different disciplines. But I think this is where I want to put my energy. I would like to work with and through the current general education programs at Lehigh (i.e. the Honors Program, the South Mountain College, the Freshman Seminars) to try to work toward the possibility of more interdisciplinary collaboration. My hope is that this kind of work will also support the creation of more open dialogue about the differences in how we talk about our interests in questions of social justice and diversity. By no means do I think we need to agree on these contentious topics, but I think it would help us all to better appreciate the distinct methods and presumptions we use in the dialogue.

Finally, I think the seminar has helped—and in some ways forced—me to remember the need to safeguard and protect those individuals who have and who continue to work regularly with issues of diversity and social justice at the university. I have a vivid memory of bell hooks speaking about the importance of such individuals to a university, and she spoke quite simply about the need to protect them—from the trials of their work, the legacy of discrimination and privilege in higher education, and often from themselves. I have most certainly not been in the front lines of the work of diversity and social justice at universities; I am most assuredly not an expert in these fields, but I have contributed to many conversations and efforts, and I have observed and tracked this work, sometimes from a distance and at times from closer proximity. The individuals who do this work on a daily

Appendix 5: Participants' End-of-year Reflections

basis incur tremendous trials and expend great energy, often with little result, and at times with severe and threatening repercussions. As I leave the seminar, I will carry with me a more clear commitment to support those individuals, and perhaps that will be the most enduring impact for me as a member of the Lehigh community.

Appendix 5: Participants' End-of-year Reflections

Jenna Lay
Social Justice and Diversity Faculty Seminar
Reflection Essay

As a new member of the English department, which has been developing a focus on literature and social justice over the past few years, I joined this seminar in hopes of gaining insights into the pedagogical and curricular methodologies employed by faculty in other departments and colleges at Lehigh. I was eager to explore approaches to social justice and diversity issues in the undergraduate and graduate classroom, and I hoped that the multidisciplinary nature of the seminar might inspire me to pursue new ideas in both my teaching and research. At the same time, I have been thinking about what makes a particular disciplinary approach unique: what do scholars of literature have to offer other scholars interested in social justice? How does our object of study (textual representations) relate to a more activist or practical engagement with issues of diversity? How might I make connections between the literature classroom and the world outside the university for my students?

The seminar was not quite what I expected, in part because the needs and desires of the participants varied significantly. Many people had a long history of confronting social injustice at Lehigh and elsewhere, and I wasn't fully prepared for how personal the conversation sometimes became. I learned a great deal *more* than I anticipated as a result. While such knowledge did not always feel good (the words "overwhelming" and "paralyzing" come to mind), I am very grateful that I now have a better sense of the obstacles that might stand in the way of fully engaged social justice pedagogy. Recognizing those obstacles has been, for me, a difficult awakening into the multiple and sometimes conflicting roles of faculty members, as we attempt to balance departmental needs and commitments with those of the university community, its administration, and our individual students, while at the same time maintaining a sense of ourselves as embodied individuals both inside and outside the classroom.

Going forward, I hope to make the progress with my pedagogy that I imagined would occupy a larger role within the seminar. Next fall, I will be teaching a first-year seminar on food

Appendix 5: Participants' End-of-year Reflections

cultures and politics, and I hope that this class will be an opportunity to advance my own understanding of what a socially engaged classroom looks and feels like. Based on the incredibly helpful written feedback of other seminar participants, I have planned a course that makes use of university and community resources, provides students with service learning opportunities, and asks them to think about how intellectual work can have practical effects. I've been thinking about how to integrate readings and written assignments into this type of course, and how it might serve as a model for future courses that work more directly with literary texts. Many of my ideas for this course developed as a indirect result of our fall discussions, and I hope that it will respond to some of the issues that we raised as a group, even if it does so obliquely. I'm also glad that this seminar introduced me to a group of thoughtful and passionate colleagues in departments across the university—people that I hope will continue to be allies in years to come, as we all sow the seeds of this seminar in our departments and our classrooms.

Appendix 5: Participants' End-of-year Reflections

Thoughts on the Social Justice Seminar

Ed Lotto

I may just be in a bad mood, or maybe it's the rain outside and the long winter, but I feel at this moment that I am not sure what I got out of this seminar. I remember feeling very uncomfortable at times, which may be good, and very angry at times, which usually is not so good. I feel that some members of the seminar were treated unfairly, including myself in one instance, but these are minor slights. More importantly, I also felt a lot of pressure to adhere to a kind of groupthink, one that felt very comfortable within its own set of assumptions. To be more charitable, perhaps what happened and what was strengthened in this seminar is what is often called a discourse community. Discourse communities are an inevitable part of being human, and we all belong to a number of them. They work through a shared set of assumptions, beliefs, and linguistic items, sometimes called simply a language or dialect. They are comfortable places to be. What is not so comfortable is being caught between them.

Now let me describe being part of two very different discourse communities after the black face incident. I first heard about this incident in the seminar, and shared the outrage, disbelief, and anger of the group. It seemed to me the student who wore Black face, as a particular Black woman in fact, was adding to the racism that is all too clearly a part of Lehigh. I have seen both racism and sexism so much here that perhaps I have become too used to it. But this incident did seem beyond the pale, and all the members of the seminar agreed. We wondered how this student could act this way, whether it was out of overt or submerged racism, personal or institutional.

Appendix 5: Participants' End-of-year Reflections

After this discussion, I asked my English 1 class about the incident. This was a smart group of students, most of whom seemed to have an open mind about the world. I had one Black male in the class and a student whose parents were from the Dominican Republic. This student wrote and spoke openly about his experiences growing up in NY City and how different they were from the experiences of most students in the class. In addition, a number of students in the class had expressed liberal views about everything from gay rights to their dislike of Bush. When I asked them about the incident I was met with a universal sense that a mountain was being made out of a molehill. I simply moderated the discussion for a while so that I could get a sense of the reasons behind their statements.

They felt that no racism was either intended or expressed by the student wearing Black face, and that people dressed up as many different things for Halloween, from men dressing as women to dressing as famous Hispanic or Asian personalities. It seemed to me that they approached Halloween as classic carnival, in which all boundaries are upset and license is granted for almost anything. Finally I made the point about the historical use of Black face and how a person might not be a racist, yet might contribute to a racist system by his actions. As is true with most of my arguments about systemic forces, the students resisted this for the most part. They are imbued with the American sense of individual autonomy. Perhaps we simply have to keep after them in stressing the strength of ideology. In any case, the argument from an historical perspective did make some headway in the class, and there was some, although not universal, agreement that the student wearing Black face should be educated about the implications of his act. But along with this acknowledgement was an argument about how things have changed and we can't go on fighting old battles. I got the distinct impression that my students found my points distinctly

Appendix 5: Participants' End-of-year Reflections

old fashioned, the ramblings of an old fart who lives too much in the past. Here I heard echoes of the debate between second and third wave feminism. If third wave feminists see their older sisters are being too doctrinaire and not open to the new forces in society, these students thought, I believe, much the same of me.

I suppose it will come as no surprise that my Black student and the one with parents from the Dominican Republic were among the strongest voices arguing for not taking the incident so seriously. This could be explained, perhaps, by the desire of these two students to fit into a culture that is not really welcoming to them. I suspect there is some truth to this. But I also sensed an honest failure to understand what all the fuss was about. These students live in a world that is far more complex than mine, and far more demanding in many ways, and I was not going to question the strategies that enable them to survive. I certainly was not going to point to them and ask something as dumb as what is the Black point of view on this matter.

So what is one to make of these two different worldviews, that in the seminar and that in my class? Perhaps the seminar is correct and we need to educate the students to think in our way, although using educate in this sentence seems wrong to me. How does indoctrinate sound? One thing I do know is that if we simply rant and rave, and tell them to change, we might get the appearance of change but will just more deeply ingrain their old thoughts. I understand the desire to do this, given the history of oppression and injustice in this country, and also find it a reasonable response. But in dealing with everything from grading disputes as director of writing to serving as a student advocate on some student disciplinary hearings, I know there really are two sides to every argument, and it is seldom true that one side has all the truth. I suggest that there probably is some truth in what my students had to say. At the

Appendix 5: Participants' End-of-year Reflections

least, I suggest that it is a very common, probably overwhelmingly common, idea in the culture at large. I can't count the number of my acquaintances, from academics I meet at conferences to my neighbors, who complain in a back handed way about "political correctness" getting out of hand. I always question this belief, but there is something else behind the arguments of my students that I wonder about. Their experiences and worldview are very different from mine. As we discussed in class, I grew up in a home and culture where casual racism was simply part of life. For me racism and sexism are important and difficult to battle. This sort of ingrained racism may just not be a part of the lives of our students. I certainly would argue that there are racist forces in our culture that limit and harm people. In addition, each of us probably harbors exclusionary feelings and perceptions. I think of Gladwell's use of the test of racism developed by some psychology professor. Even Gladwell himself, who is a man of color, found out that he harbors racist beliefs. We can never overestimate the power of repressed and hidden feelings. But still, it seems to me that the ones I harbor must be different in kind from those of my students, simply because the worlds we grew up in are so different. So I see a kind of hope in our students' resistance to making a big deal of the Black face incident. Even though they may be mistaken about a lot of things, they do hold at least an outward dislike of racism, and all they see as adding to it. I also suspect they harbor fewer racist beliefs and feelings than those of us who are older and were shaped, one way or the other, by a blatantly racist society. If this were not so, it would imply that society has very little effect on us at all.

**Social Justice Professional Development
Seminar Essay
Tina Richardson**

Why did I join the seminar?

When I initially enrolled in the Social Justice Seminar I indicated the following: "I have taught and conducted research related to diversity issues most of my career. Social justice topics have been progressively integrated into my teaching, scholarship and service. However, it has been a rare occasion that I have a cohort of colleagues at Lehigh with whom I can discuss curricular or pedagogical developments of this nature.

I would like to participate in this opportunity in order to better build a network of peers with shared interests in this area and to enhance my scope of knowledge as well as my ability to engage students in the process of translating diversity and social justice concepts into service learning, volunteerism and career opportunities. I would use the seminar to develop a set of activities/resources for students that would augment classroom instruction."

My expectation was that we would determine what social justice means for our group beyond the basic definitions that are commonly available such as ... the application of the concept of justice on a social scale or ... the fair distribution of advantages, assets, and benefits among all members of a society. According to Adams, Bell and Griffin (2007) social justice education refers to an interdisciplinary conceptual framework for analyzing multiple forms of oppression and a set of

Appendix 5: Participants' End-of-year Reflections

interactive, experiential pedagogical principles to help learners understand the meaning of social difference and oppression in both social systems and their own lives. The required reading for the seminar indicates that “the goals social justice education includes developing a sense of agency and capacity to interrupt and change oppressive patterns and behaviors in themselves and institutions of which they are a part” (p. 2). I believe developing the sense of agency and capacity to interrupt/change oppressive patterns is the central purpose for the seminar whether the stage is the classroom or the campus community. In fact, it will somewhat irresponsible for us to choose one over the other because to do so means we will ultimately end up impacting neither.

After participating in the workshop I am better able to articulate an important personal and professional goal for teaching social justice related courses and that is to “talk students out of the classroom” so that they might take action. In my discipline there is no ambiguity regarding what counselors/psychologists work must do and that is to promote mental and behavioral health in the broadest of contexts. Clearly a major aspect of the work that mental health workers are expected to do includes bringing psychological science to bear in helping to address social barriers, alleviate stress and restore psychological well-being to people in difficult circumstances that negatively impact development and adjustment processes. However, in order to understand the social challenges and developmental needs of diverse individuals (something we all are) and communities it is necessary to have an interdisciplinary understanding of a multitude of dynamics. Participating in the

Appendix 5: Participants' End-of-year Reflections

seminar provided an opportunity for intellectual exchange between colleagues in Biology, Education, English, Philosophy, Political Science as well as Psychology that do not typically engage in pedagogical or social justice discourse. This contributed greatly to my understanding of what social justice discourse might look like through the perspectives of my colleagues as scholars and individuals. For that I am very appreciative and I hope there was mutual benefit in the exchange of intellect ideas and emotions because both were essential aspects learning about social justice and agency.

What were the most significant things that happened and how did I change as a result?

Among the many dynamics that made the seminar a valuable experience is the fact that even though we all had very similar interesting in enhancing the integration of social justice perspectives and content in our courses, we had very different personal and professional experiences which brought us to a mutual goal. That difference would prove to simultaneously challenge and enrich and perhaps at time frustrate the experience for everyone. The interpersonal dynamics of the group were riddled with challenges related to the faulty assumption that a group of faculty members would perceive power/privilege similarly and that “we” did not need to explicitly address our personal statuses regarding privilege as a core dimension in the social justice dialog. While the traditional introductions were made at the being of the seminar, in many regards we started without explicit acknowledgement of the ways in which privilege/target characteristics such as gender, race, ethnicity,

Appendix 5: Participants' End-of-year Reflections

nationality, age, tenure/rank, years of experience and the nature of work related experiences at Lehigh were inevitably going to impact our experiences in the seminar. In order to engage all participants fully in a socially just process, it is simply necessary to spend time making the intentional introductions to stimulate and support a process that maximizes the broadest range of participant outcomes in the social justice realm.

The text book entitled Teaching for Diversity and Social Justice that we had to read was a valuable resource that had an impact on me because it signaled many challenges and opportunities that the seminar might help us tackle. Several things from the book stand out for me. The book provides a discussion of the concept of oppression as an overarching social phenomenon. The distinctions about the definition that are central to focus on is how pervasive and systematic, the multiple manifestations, the consequences for everyone, labels for oppressor and oppressed groups, the multiple dimensions (i.e., individual, institutional, and social/cultural levels), and the ways in which we all accept systems of oppression as normal. As I think about the nature and content of our discussions of social justice with regard to the seminar, it is clear to me that to varying degrees we were unwilling to call a spade a spade and take action in and out of the classroom due in part to Lehigh's "normal".

As the seminar progressed, we had many opportunities to call out injustice and develop related plans of action but continually we did what was comfortable in

Appendix 5: Participants' End-of-year Reflections

relation to the status quo or the norm. Some of the issues that stand out are related to the different statuses such as age, gender, faculty rank, the treatment of faculty due to age, race and or the intersection of these things. We agree that many of the stories shared are egregious but we did not go back to what we know about oppression and use it as focal points for promoting social justice. Another dynamic opportunity arose when we had outside consultants (i.e., Agnes Kwong and Christy Hofsess from Interconnections Consulting) present to the group and we engaged in activities that helped us get to know each other better but that did not model social justice analyses that would lead to action. Never did we take the information that we know about ourselves and others in the group to determine how we could use the positions that we occupy to transform anything about the institution that would make it easier for us to confront the challenges associated with teaching social justice ideology and action in our classes. But I have no doubt that we have all improved some aspect of our teaching and augmented the interdisciplinary resources that we have available for targeted courses.

Additionally issues arose outside our group in the broader campus with the black face incidents in October. It is amazing to me how historical methods of harassing segments of the campus community were perpetrated by contemporary students who “perhaps don’t know the origins of their behaviors” but none the less are tremendously effective in practicing oppression on individual and social levels knowing full well that they will be protected within institutional policies and by the action of the vast majority of the campus community. Need I say that inaction and

Appendix 5: Participants' End-of-year Reflections

prolonged intellectual confusion/discussion about what position to take often results in support for perpetrators and unjust regard for the targets of the oppressive behaviors. Needless to say, there are a host of public safety and liability issues for the institution if it does not address social climate issues.

Another example can also be into consideration, during the spring semester 2011 a group of minority and majority students communicated their discontent (via student protest and brown bag lunch meetings) with aspects of the social climate on campus and asked for justice and critical analysis related to the Office of Multicultural Affairs Director position and the search process for a Vice Provost for Academic Diversity. It seems that this is another opportunity for the social justice action that lays on the door step of the social justice seminar participants even though our meetings have not aligned with occurrence of these campus events.

On another note, I appreciated the opportunity to watch on TV with the seminar group some of the coverage on political unrest in Egypt and to discuss aspects of what cause the uprising and to view and read about what moves people to action. What stands out to me is that we are all taking actions in a multitude of ways individually. But as a social justice group we are astute at discussing oppression and how pervasive and systematic the multitude of manifestations and dimensions (i.e., individual, institutional, and social/cultural levels) of it but we are far more likely to accept systems of oppression as normal and fixed. I am not sure that collectively we can or would comfortably use the term oppression to label what we are witnessing around us. We simply are not uncomfortable and inconvenienced

Appendix 5: Participants' End-of-year Reflections

enough to do that and therefore the agency aspects of social justice have not been activated fully. I frequently hear people say Lehigh is a private institution and while we have challenges, it is a lot better than the state institutions that have major financial difficulties. Additionally, it is not uncommon to hear people say the United States of America is one of the best places in the world for quality of life and human rights, etc. Even if that is true, does that mean we get a free pass on doing the hardest part of the job of social justice work, converting the intellectual into agency in and out of the classroom?

What do I plan to do going forward?"

I have spent 19 years as an active member in the Counseling Psychology Program in the College of Education (COE). Throughout my Lehigh career, I have been involved in promoting diversity and multiculturalism through teaching, scholarship and service at all levels. However, I know I have not done enough because I still see room for change in the institution as well as in how I respond to many of the challenges within the institution. I will continue to enhance my interdisciplinary understanding of the vast range of social justice issues and my ability to communicate with a wide array of constituents who work for and against it. While I will continue to teach social justice related courses and attempt to "talk students out of the classroom" so that they might take action, I also want to do more outside the classroom. Within an academic setting, in general, faculty status is a privileged status and resource for initiating institutional change and transformation

Appendix 5: Participants' End-of-year Reflections

especially when colleagues (faculty and staff) and students work intentionally to make a difference, significant achievement can be made.

I also intend to pursue administrative leadership opportunities that would enable me to emphasize social justice ideas and actions into all that I do. To that end some recommendations for the seminar include: clarifying the meaning of social justice and establishing consensus for the group at the start of the seminar; exploring the ways in which social justice issues are relevant for each member of the seminar; making explicit connections between teaching social justice as a curricular and co-curricular issue; and establishing some curricular and co-curricular goals and outcome expectations for seminar participants.

Appendix 5: Participants' End-of-year Reflections

Reflections on the Seminar

Jennifer Swann

I thoroughly enjoyed the course. It was difficult in spots and rewarding in others but I learned something in every class. And in our own microcosm we moved through our own issues of inclusion and identity.

I did not really plan to take anything away from this seminar. I had joined the class to see what “social justice” entails. I had a broad but rudimentary idea of social justice from my decade long involvement with increasing diversity at Lehigh and I was hoping to deepen my understanding of the concept. And I have. First, I learned that social justice is a broad term that applies to a great deal of things but ultimately hinges on one’s own perception of culture and identity. In this regard it is important to first have a clear view of these parameters as they apply to one. Second, I learned a great deal about the classes that include this work on Lehigh’s campus. There are a number of them in departments that I had not thought about. The professors are doing great work that is difficult in the current climate on Lehigh’s campus and should be applauded, championed and encouraged. The course also introduced me to number of talented people on Lehigh’s campus who think creatively. These people opened up in a way that allowed me to see their own diversity and how they are a part of the change that is beginning to occur at Lehigh in terms of diversity and inclusion. I now see these people everywhere in all the diversity work on campus. I feel that this has created a wider network of advocates for change at Lehigh and I am grateful for their involvement. The discussions allowed me to identify my own diversity and challenges, which was refreshing.

Appendix 5: Participants' End-of-year Reflections

I will do a few things differently in my classes as result of my involvement. I will approach the course with an eye to the culture of the students in the class. I will learn to pause and address issues on campus that are of interest to the students with respect to diversity and inclusion rather than ignoring them.

Finally, I must comment one exceptional management style of the Greg and Adafo. They were/are extremely skilled at guiding discussion and diverting conflict. As one who has yet to manage the skill, it was enlightening and educational to watch this in action. I have no doubt that it saved many a class from getting bogged down in personal issues while allowing a space for all to express those ideas that were challenging.

Appendix 5: Participants' End-of-year Reflections

Reflections on the Seminar

Alex Wiseman

This reflection is in two parts because for me this seminar was really very dichotomous. First, I will talk about how I felt about the experience. Second, I will reflect on what I take away regarding my class and social justice/diversity. I'm also going to say from the start that I really admire the writing of my colleagues, and know that my style pales in comparison to the way the thoughts flow from those of you who really know how to write. I will slog away at this anyway, though, and present you with my thoughts.

I think my expectations for this seminar were much different from what we spent most of our time together talking about. Granted I think I was probably the most absent of all the participants, but still I got the impression that we really didn't spend as much time talking about how to infuse, incorporate, or integrate content and pedagogy into our courses as much as we spent our time engaging with our own issues related to social justice and diversity. I will be honest in saying that throughout most of the seminar (when I was there), I didn't feel that I had much to contribute other than to agree with what was being discussed. So, I spent a lot of time thinking about how the discourse was being framed by our group.

I also spent quite a bit of time struggling with how I would translate our discussions about feelings and identities to my classes. I also got the feeling that our group was more interested in talking about the process of becoming aware of social justice issues among ourselves than of thinking about what the issues were and who was our target or focus for action. In the end, I feel that we were the target much more than the university or our students, and perhaps we really were meant to be the target audience all along. To be honest, I'm not really sure what to make of that, other than to say that I came into this seminar thinking that our students were the focus. That probably shaped a lot of my impressions about what we ended up doing for most of the seminar instead of talking about our courses/etc.

Appendix 5: Participants' End-of-year Reflections

The second part of this seminar is what I've really been interested in all along. It is thinking about social justice and diversity for my classes. In my field of comparative and international education, we talk a lot about dominance/subordination, advantage/disadvantage, and ways to ameliorate these discrepancies in education and society. It is something that we talk about a lot as a policy matter, in particular. And, some of us talk about it as an actual thing to address or solve at the school and classroom level. In my own work, I particularly talk about gender issues in predominantly Arab/Islamic education communities, or issues of health (e.g., HIV/AIDS) in disadvantaged sub-Saharan education communities.

So, one of the things I noticed that keeps coming up over and over related to our seminar, is the issue of voice and the importance it has for those who either are or perceive themselves to be having their voice silenced. This is something that can be addressed directly, both in our courses and with our students in comparative and international education. The trick is to have students who have no understanding of voice or how it can be silenced (or privileged) actually understand and –even better—experience this phenomenon. But, I'm left with a dilemma.

How do I provide those experiences for my students? One way is to put them in situations or simulations where their voices could be silenced on important and life-changing issues, but then aren't we just endangering our students and being completely insensitive to the ones who really are having their voices silenced? Doesn't that diminish the importance and outrageousness of the silencing act itself? Another option is to expose our students to those who may be having their voices silenced, but then that is using people who are in real pain and at a real disadvantage as guinea pigs or as objects to be admired, studied and observed rather than helped. Finally, there is the option for us to have our students develop something that might actually alleviate the issue or problem of voice among disadvantaged communities, but then are we being patronizing and simply suggesting a canned remedy for an institutionalized problem?

Appendix 5: Participants' End-of-year Reflections

In short, I don't see the win-win situation here, and one that doesn't completely emphasize the privileged position that we as university faculty and students experience – and run the danger of waving our privilege in the face of those we ultimately are concerned about and want to help. I'm just still not sure which direction to go, and I'm not sure if this seminar made it easier or harder to think about options. Perhaps I will have an epiphany at some point, but I'm still waiting.

Appendix 5: Participants' End-of-year Reflections

Brenna Wood

Why did I join the seminar?

The seminar came along at the perfect time. I was about to start my first Doctoral Seminar focused on the disproportional representation of minority students in special education. This was a course I had taken from Alfredo Artiles as a doctoral student. He later encouraged me to teach the course here at Lehigh. I had joined the seminar in hopes of finding strategies to create safe spaces for students to discuss issues of diversity and social justice. In addition, being new to the university and the area, I wanted to find a group of faculty members interested in the tackling diversity and social justice issues in their classrooms.

What were the most significant things that happened? What did I learn, how did I change as a result of the seminar?

The most significant things that happened were our group discussions, on a number of different levels. First, our discussions were a good reminder of the diverse experiences and backgrounds group members bring to a discussion, especially faculty from different content areas. Second, our seminar helped me realize the impact place (Lehigh University, Bethlehem, PA) and space (my classroom) have on me professionally and personally, as well as how they relate to the creation of safe spaces for my students and discussions around the issues of diversity and social justice on Lehigh campus. Third, as a non-tenured member of the group, I had an opportunity to reflect on feelings of vulnerability. Last and most unexpected, was learning more about Lehigh University. Tenured faculty shared a lot of interesting information about being a faculty member over the past 30+ years and Lehigh's growth and lack of growth around the issues of diversity and social justice.

During our discussions, I was reminded that the "Personal is Political." Also, how self-disclosure can be used to introduce students to diversity and social justice issues and create a safe space for discussion. For example, I started a discussion with my Doctoral Seminar students about power and privilege by sharing my own experiences with

Appendix 5: Participants' End-of-year Reflections

privilege/power and oppression. This strategy changed my class from a “lecture” about a topic to a “conversation” about issues that impacted everyone in class.

What do I plan to do going forward?

This summer I am teaching our first Diversity, Families, and School Collaboration course. I plan to use the strategies suggested in the seminar text and the suggestions from my colleagues and our guest speakers to develop activities for this course. Also, I will be reviewing all of my prepped courses and adding to the diversity and social justice content. In addition, I am going to continue to search out those who are looking to make the same improvements/changes to their coursework. Just the other day, I met with a colleague about his implementation of strategies to support LGBTQ issues in his class. Lastly, I will continue to reflect on my role as an educator, colleague, and ally here at Lehigh.