

## Introduction: Faculty Toolkit for Engaging Campus Diversity

### *Welcome to the Faculty Toolkit!*

This toolkit has been designed for the use of all First Year Experience (FYE) course coordinators and instructors (MUSE, Science 2, Humanities Honors, ENG) in order to support the Inclusive Excellence student learning outcome (SLO). This particular SLO states that by the end of the FYE course, “*students will demonstrate a beginning ability to participate actively and civilly in class discussions, recognizing how their own and others’ identities influence their interactions and how to bridge differences.*”

Although the toolkit was designed for these particular courses and instructors in mind, we encourage any instructor who wishes to prioritize Inclusive Excellence in their classrooms to check out and adapt the resources available here.

By implementing the activities and assignments contained within this toolkit, we hope that students will demonstrate a beginning ability with the following five skills (linked to Bloom’s taxonomy):

1. Recognize how their own and others’ identities influence their interactions (application to analysis);
2. Listen to others’ views and analyze these in relation to their own reflexive listening (analysis);
3. Take on and try to understand multiple perspectives different from their own (analysis: perspective-taking);
4. Skillfully navigate uncomfortable and controversial dialogues and reflect on these dialogues (application: dialogue/communication); and
5. Formulate thoughtful, high-order questions that challenge their own preconceptions and original views (analysis to evaluation).

### *What You Can Find Here*

This toolkit contains samples of the following resources for meeting the SLO and strengthening diversity-related content:

- Ice-Breakers
- First Day Activities
- Classroom Activities and Writing Exercises
- Assessments
- Helpful Websites
- Annotated Bibliography

Moreover, you will find an annotated bibliography of suggested readings, as well as links to on-line resources.

These components can be used in small seminar sections and adapted for large lecture sections, as well as for multiple disciplines (Social Sciences, Humanities, STEM). The toolkit is intended to accompany an increase in the range of co-curricular “Student Success Programs” related to diversity and targeted especially for freshmen and other new students.

### ***About the Author***

Dr. Magdalena L. Barrera is an Assistant Professor in the department of Mexican American Studies. She joined the faculty of SJSU in the fall of 2008, after completing a three-year post-doctoral fellowship teaching FYE courses at Stanford University. Her expertise in diversity, pedagogy and FYE courses led to her appointment as the creator of this toolkit.

Dr. Barrera would like to thank her SJSU colleagues who generously shared their pedagogical strategies and course materials: Dr. Marcos Pizarro, Mexican American Studies, Dr. Tanya Bahkru, Women's Studies; Dr. Nancy Markowitz, Education; Dr. Debra David, Associate Dean of FYRST Programs; and Hyon Chu Yi-Baker, Director of the MOSAIC Cross Cultural Center. She also thanks her colleagues at other institutions for their support and materials: Dr. Jennifer Barker at Eastern Tennessee State University; Dr. Kathryn Mathers of Duke University; and Mariatte Denman, Associate Director of the Center for Teaching and Learning at Stanford University.

Finally, Dr. Barrera would appreciate any feedback or suggestions, especially if you have developed a classroom activity or assignment that has been especially effective at increasing diversity awareness among your students. Please contact her at [magdalena.barrera@sjsu.edu](mailto:magdalenabarrera@sjsu.edu).

## Ice-Breakers and Team-Building Exercises

### 1. *Name Tents*

Time: 5 minutes

Materials needed: Name tents (folded placards) and markers (the brighter and bolder, the better)

In order to generate productive discussions, it is imperative for students to learn each other's names from the very first day of class. While we as instructors may come to know each student's name by the end of the semester, through grading their work and meeting one-on-one in office hours, we tend to overestimate how well students know each other to what extent they feel comfortable sharing their ideas with each other in class.

Using name tents on a daily basis can be an excellent aid towards fostering greater familiarity. Name tents can be purchased at any supply store or can even be made with a simple piece of paper folded in half. Distribute the markers and ask students to write their first names on both sides of the tent, so that their peers seated beside them can also view their names. Encourage them to respond to each other's comment not just with, "I agree with what *she* said," but instead, "I agree with *Amy*," etc.

Collect the name tents at the end of the first meeting and explain that until you know everyone's names, you will distribute them at the beginning of each class. However, once you can remember which name tent belongs to whom, you will hand that duty over to a new student each day. In other words, they need to pay attention to their peers' names!

### 2. *Speed Dating*

Time: 30 minutes

Materials needed: Stopwatch or clock to keep time

After welcoming the students to the class, review the learning goals and highlight the importance of class discussions in the learning process. Explain to them that in order to have great discussions, everyone needs to feel comfortable with each other and to help create a friendly atmosphere in class.

Ask students to count off by twos and distribute a slip of paper with sample interview questions (or write out the questions on the board). Explain to the students that they will spend two minutes meeting in pairs, taking a minute each to ask each other the questions. They probably will not have enough time to get through all the questions, but the goal is simply to start talking to each other. At the end of each two-minute session, ring a bell, flick the lights or simply call out, "Switch!" The 1s will stay in their seats, while the 2s will circulate to the next seated partner. If there are an odd number of students, you may have to participate as a partner, in addition to keeping time.

After twenty-five minutes, instruct the students to return to their seats. You can choose to quiz the students about their new classmates by selecting a student from the roster, asking him to raise his hand, and invite those who had a chance to meet him share something they remember learning about him. Students may be nervous at first, but as you go down the list, they will share what they remember and recall responses to at least two of the questions they asked. If students are not as

forthcoming about a particular student, then supplement by asking a follow-up question or two of your own.

As a wrap-up, share your own responses to the questions. Then remind them of the important task they have just done in beginning to build a classroom community.

*Sample questions, which can be tailored to suit the subject matter of your course:*

1. What's your name? Where's your hometown?
2. What did you do this past summer? Did you work or travel?
3. Why did you pick this class?
4. What other classes are you taking this semester?
5. What's the last good movie you saw?

### **3. Coat of Arms**

Time: 30 minutes

Materials needed: Blank white paper and colored pencils or markers

Kathleen Gabriel shares this ice-breaker in *Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education* (Stylus Publishing, 2008: 47-48). She notes, "The structure of the coat of arms icebreaker keeps the introductions short and interesting" (47).

Give each student a piece of blank paper and ask them to divide it into four quadrants. Explain that they will create a visual representation of different facets of their identities. Assure students that their artwork will not be graded or judged; the point is simply to express themselves. Working with a partner, give students 10 minutes to reflect on and create each his or her own "coat of arms" with the following four areas:

1. Symbol that represents you (or an interest/hobby)
2. A motto for yourself
3. An image or object that best represents their hometown or region
4. Major you are interested in

Once students have completed their coats of arms, ask them to tape them to the wall. Each pair will then introduce each other to the rest of the class and explain the partner's coat of arms.

### **4. What's in a Name?**

Time: 25 minutes

Materials needed: none

Go around the room and ask each student to say his or name, and explain the history of the name: What language does it come from? What does it mean? Is there a special reason why their parents selected it? What nicknames do they have and why?

After students have shared, ask everyone reflect on the many different ethnicities, cultures and family histories that have just been shared.

This activity easily could be replicated in a larger course by asking students to share their name's history in smaller groups of three or four students.

### 5. *Signature Bingo*

Time: 15 minutes

Materials needed: "Bingo cards" (handout with pre-printed grid)

Create a 5 x 5 grid in which each square contains a brief, generalized description. Try to create a variety of descriptions, but ones that could be easily applicable to SJSU students.

Distribute the grid to each student and ask them to get a signature from someone who fits each description. Each signature can be used only once. The first student to achieve five in a row (across, down or diagonally) and who can correctly remember to whom each signature belonged "wins."

*Sample grid:*

Speaks three or more languages	Has a job in addition to going to school	Can't live without coffee in the morning	Has a dog	Has traveled to a country in Europe
Read the campus book this summer	Takes the bus or train to get to campus	Watches <i>American Idol</i>	Enjoys cooking	Has three or more siblings

### 6. *Venn Diagrams*

Time: 15 minutes

Materials needed: Pen and paper

Dr. Nancy Markowitz, Professor of Elementary Education, uses this activity in the fall semester of the Peer Partners in Teaching meetings that she facilitates, in order to introduce faculty to each other.

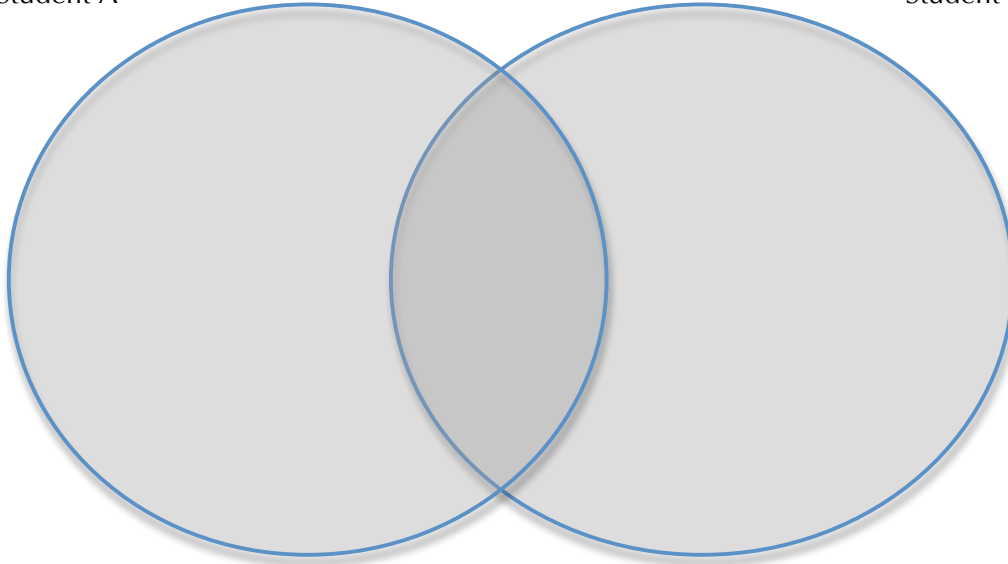
In this activity, students will work in pairs to identify three things they have in common, and three things that make them unique. Instructors can choose to leave the theme of difference and commonality quite broad, or make it specific, such as "Aspects of college that excite me" and

“Aspects of college that worry me.” They will then list their similarities and differences on a two-circle Venn diagram (comprised of one circle that partially overlaps with another).

As with the other exercises, it is key to spend time as a whole class reflecting on the responses that are shared, for this is what begins to build community.

Student A

Student B



## Exercises for the First Day of Class

### 1. *Setting the Rules*

Ask students, “What does it mean to participate in class?” and/or, “What should our classroom etiquette rules be?” Give them five minutes, working in pairs, to generate as many answers to the questions as they can. Ask each pair to share with the class the responses on their list and explain their reasoning behind each. Write the various suggestions on the board, especially noting those that emerge most frequently. This exercise is a simple but powerful tool for helping students feel a personal investment in the class, and signals to them that you will value their contributions.

### 2. *What Role Will College Play in Your Life?*

Professor Marcos Pizarro of Mexican American Studies created this activity in his “Art, Education and Revolution” MUSE seminar. He provides students with a copy of the following Boondocks cartoon, asks them to read it carefully and then answer a series of questions about what they would like to change about the world. His goal is to help them think critically about how a college education can help them make significant change, and therefore emphasize that college is not an end in itself, but instead a tool to achieve future goals.



*Please provide your most thoughtful answers to the following questions. They are tough questions and you may not finish answering them. Just develop your most complete answers to each question before moving on . . .*

- What would YOU change in the world if you could? Why?
- Can you change it? How or why not?
- Will you change it? Explain.
- Is it your responsibility to make this change? If so, explain why. If not, then explain who has the responsibility.
- What role does going to college play in all of this?

Wrap up this activity with a collective sharing of the responses and, as the instructor, point out the “real world” connections students will encounter with the course materials.

### 3. *Social Membership Profile*

This activity gets students to examine the ways they identify socially and deepen their appreciation for the variety of perspectives each brings into the classroom. It has been adapted from Pat Griffin's "Introductory Module for the Single-Issue Course" in *Teaching for Diversity and Social Justice* (New York: Routledge, 1997: 69 – 72).

In this exercise, spend 5 – 10 minutes listing different "memberships," or social identities and categories, on the board. Sample memberships may include:

- Gender: Female, Male, Transgender
- Race: Black, White, Latino, Asian, Native American, Biracial
- Ethnicity: Mexican American, African American, English, Sioux
- Sexual Orientation: Bisexual, Lesbian, Gay, Heterosexual
- Religion: Christian, Jew, Muslim, Buddhist
- Class: Working Class, Middle Class, Owning Class
- Age: Young Adults, Middle-Aged, Older Person

Ask students to create their own identity profile by describing their membership in each category. Remind them that the lists above (both categories and examples) are not meant to be exhaustive; they can add any category or description they feel is important to them. In fact, you might pause to ask them for suggestions for further categories that have yet to be listed.

Next, ask them to discuss their choices with one other student of their choosing. Each pair will have 10 minutes to share their writing and to reflect together on the following questions:

1. Which of your social group memberships were easiest to identify?
2. Which memberships were most difficult to identify?
3. What questions are raised for you in trying to reflect on your social group memberships?
4. How do your memberships influence the unique perspective you can bring to our class discussions?

For the final 10 minutes of the activity, reassemble the class and ask volunteers to share their thoughts from the discussion questions.

### 4. *The Average Student*

This activity comes from Therese Huston's excellent book, *Teaching What you Don't Know* (Harvard, 2009: 188 – 190). Begin by compiling a "fact sheet" of sample statistics about the "average" SJSU student, which can be found in the reports compiled at the [University's Student Information Website](http://www.oir.sjsu.edu/Students/) (<http://www.oir.sjsu.edu/Students/>). Huston suggests that five or six facts and figures suffice. Your fact sheet might include information such as:

The average SJSU student

- Is a racial/ethnic minority
- Is between 20-24 years of age



- Comes from Santa Clara County (the East Bay, in particular)
- Works 6 – 10 hours per week for pay off-campus
- Only sporadically participates in spiritual enhancement activities (worship, meditation, prayer)
- Spends a little over 4 hours a week preparing for class
- Has never written a research paper longer than 20 pages

Next, give each student a 3x5 note card, and ask them to respond to the questions, “How are you similar to this ‘average’ student? How are you different?” They may also choose to write something about themselves that the “average student” facts do not represent; in fact, Huston writes, “You can reassure students that of course these numbers don’t capture them entirely; they are much more than just a few statistics” (189).

### **5. “Top Five” Brainstorming**

Invite students to spend two minutes free-writing on the topic of your class. For example, if the class were entitled “Global Women,” ask the students to reflect on the phrase “global women.” Ask them to list five words, ideas and/or images that come to mind when they hear this phrase. They are free to write down whatever comes to mind, whether it is a person, song, movie, geographic region, keyword, etc.—nothing is “wrong” or off-limits.

After two minutes, ask them to pair up with another student and compare their lists. Was there anything they listed in common? Was there a term one student listed that the other thinks is really spot-on? Give each pair three minutes to assemble a new “top five” list out of the terms that emerge from each separate list.

Once each pair has its combined list, then ask them to team up with another pair, making several groups of four students. Ask them to go through the same process for three more minutes, with each pair sharing its “top five” list, comparing and contrasting the terms, and again settling on a new list of five terms that best represents the contributions of all the individuals in that group.

Next, invite each group to read their “top five” terms aloud to the rest of the class. Write their contributions on the board. When every group has shared, stand back and invite the students to look over the variety of responses. Initiate a class discussion, inviting students to compare and contrast the final terms across the groups. Are there any terms on the board that surprise the students? Was there one word or concept that emerged repeatedly? If there are, ask them for their thoughts on why this may be so. On the other hand, if nothing is repeated, then ask them to reflect on what that could reveal about the topic of “global women” more generally.

These terms could provide an opportunity for reflection at the end of the semester. You can put the terms from the first day back on the board and ask the students whether there are any that they know think could be removed, added, etc. Ask them how they feel about the assumptions and ideas they originally brought to the class.

## Class Activities and Writing Exercises

### 1. Cartoons: Analyzing Cultural Assumptions

Distribute copies of the cartoon to each student and give them a minute to study it in detail. Divide the students into groups of 4-5. Pose to them the following scenario: A friend who is a foreign exchange student who has seen this image in the campus newspaper has asked them to help him understand why this cartoon is funny. Invite them to describe the cultural assumptions and practices that are operating in the image. For example, take this example from Lalo Alcaraz's *La Cucaracha*:



(Source: <http://cagle.msnbc.com/news/LaCucaracha/10.asp>)

Items that students may list could include:

- In American classrooms, teachers often assign homework asking students to link topics from class to current events
- Teachers sometimes expect students to speak up in class
- Native Americans receive little mention in the news
- Popular media often focuses on celebrities' lives
- Students sometimes know more about movie stars like Brad Pitt and Jennifer Aniston than they do about serious events

After 5-10 minutes, reconvene the groups and ask them to list the cultural assumptions they uncovered. Once the assumptions have been compiled, lead a 10-15 minutes follow-up discussion based on the following questions:

1. Which, if any, assumptions were easy to "see"? Which were challenging?
2. Were you surprised by any we uncovered? Why or why not?
3. What kinds of cultural assumptions do you think may be present in this course (lectures, readings, etc.), and how might we become more aware of them?

### 2. Unpacking the Knapsack

In her well-known essay, "[White Privilege: Unpacking the Invisible Knapsack](#)," feminist scholar Peggy McIntosh uses the concept of male privilege as a springboard for delving into issues of white privilege. She explains how whites benefit from an "invisible package" of assets even while they are taught not to recognize it, and creates a list of fifty statements detailing the daily benefits

membership in the white community has afforded her. For example, the statements include the following:

- “I can if I wish arrange to be in the company of people of my race most of the time.”
- “I can turn on the television or open to the front page of the paper and see people of my race widely represented.”
- “When I am told about our national heritage or about ‘civilization,’ I am shown that people of my color made it what it is.”
- “I can be sure that my children will be given curricular materials that testify to the existence of their race.”
- “I am never asked to speak for all the people of my racial group.”
- “My children are given texts and classes which implicitly support our kind of family unit and do not turn them against my choice of domestic partnership.”
- “I will feel welcomed and ‘normal’ in the usual walks of public life, institutional and social.”

Assign the brief essay as a take-home reading. Then, at the next class meeting, divide the students into five groups and assign each group to examine a different set of ten of McIntosh’s statements (for example, Group 1 will focus on statements 1 through 10, Group 2 on 11 through 30, and so on). The students will then have 15 minutes to discuss their general reaction to their set of statements, as well as following questions:

1. Did you find any of these privileges surprising? Why or why not?
2. Do you feel that you ever share in any of these privileges? If so, how and when?
3. How do you think such privileges are expressed on a university campus?

Reconvene the class and lead a whole-group discussion in which each group shares its findings with the rest of the class. Wrap up with one final discussion question: “What are ways you think we can become more aware of such unspoken benefits here in this classroom, in our time together?”

### **3. Role-Playing Press Conference**

In this exercise, students are asked to critically analyze a text by assuming the role of the author and different voices from or characters who receive mention in the text. Using Nella Larsen’s 1929 novel *Passing* [the story of the conflicted friendship between two light-skinned African American women, one of whom, Clare, chooses to “pass” as white, while the other, Irene, remains in the African American community] as an example reading, the characters involved at the press conference could include: Nella Larsen, Irene Redfield, Clare Kendry, Brian Redfield, John Bellew, Hugh Wentworth, Gertrude Martin, Ralph Hazelton, Zulena, etc. Ideally there would be enough characters/voices to enable students to work in teams of two on each.

Give the students five minutes to note their own response to the text and to write down one question they would like to ask the author after reading the work. Then have them randomly select one of the characters (this could be having students select slips of paper from an envelope). Each team will then have ten minutes to come up with two challenging questions for the author

from that character's point of view. Be sure to instruct students to be prepared to explain why their character would want to ask these questions. Continuing with the Larsen example, the Zulena team might ask Larsen, "Why did you choose to not give my character a last name?"

Meanwhile, the two students who are representing the author prepare a brief statement of what "they" (as the author) hoped to accomplish in publishing this text and explain what they see as its biggest contributions.

The class then launches into "press conference" mode, with each team taking turns asking a question and the author-team responding. Ask the students to actively link their questions to those of other teams, demonstrating how all the characters' concerns are interwoven.

After the teams have asked all their questions, wrap up the press conference by having the students reflect on their own subject positions. Ask them to share the original responses/questions they penned, and to discuss how their collective concerns differ (or not) from those of the characters whom they just represented.

#### **4. Social Group Membership Profile**

*This powerful exercise comes our way from Hyon Chu Yi-Baker, Director of SJSU's MOSAIC Cross Cultural Center.*

Instructions: Indicate your social membership for each identity category. Then mark an "X" either in the Dominant/Agent or Subordinate/Target column based on your "Identity." For the purpose of this activity, "Dominate/Agent" refers to groups that have power and access, whereas "Subordinate/Target" refer to groups that do not have power or access.

IDENTITIES	YOUR IDENTITY	DOMINANT/AGENT	SUBORDINATE/TARGET
Gender			
Ethnicity			
Sexual Orientation			
Age			
Class			
Religion			
Ableness; Disability			
Use of English			
Other			
Add the number of "X"s in each column:			

***From the list above, write down the one identity that best fits each statement.***

1. The identity that you think of the most often.
2. The identity that you think about least.
3. The identity that gives you the most privileges/benefits.
4. The identity that most hurts your options, access, and reward.

5. The identity that you know least about BUT want to know more.
6. The identity that has the strongest effect on how you see yourself.
7. The identity that has the greatest effect, positively or negatively, on how others see you.

### **5. Cultural Identity Paper**

*Again, our thanks to Hyon Chu Yi-Bake for sharing this essay assignment she has developed for her courses.*

This paper will examine the various elements of your cultural identity as well as your values, belief systems, stereotypes. What are the impacts of these identities on your self-esteem, your views about the world, and your personal and professional future? How has internalized oppression affected your sense of identity?

Spend a considerable amount of time thinking about your identity before you start writing, and take it seriously. If you do, you may find that you have started the process of learning more about yourself. To get you started, use the handout, "Social Group Membership Profile", this will serve as a foundation and guide to your paper.

Your 5-page paper should include the following:

1. What type of community were you raised in? Was it homogeneous or heterogeneous? Were you the majority or minority in your community?
2. What aspects of your identity are you most proud of and why. Select two of the identities from the "Social Group Membership Profile" handout.
3. What aspects of your identity are you least proud of, ashamed, or believe that it has negatively affected how you see yourself. Choose one from the "Social Group Membership Profile" handout.
4. Name a time when you felt different or noticed that you were different.
5. What are some of the privileges you have and how have they shaped your life?
6. What people, experiences, and/or institutions had the most influence on how you view yourself today? For example, do you think your family had the most influence on you or society such as the media, your peers, etc.
7. What kinds of messages did you hear growing up about your culture? What were some of the positives and what were the most hurtful/negative messages you learned about your culture. How did you react or internalize them?
8. Remember that you are NOT writing about identities that are of a personal choice like a sport or a favorite hobby. While these might define how you like to spend your time, they do not have the same social consequences as the identities you were born with or born into.

## ASSESSMENTS

### Assessment 1: Periodic Learning Audit

Many instructors are familiar with the “One Minute Paper” and/or “Muddiest Point” assessments, which ask students what they see as the most important or least clear points from class on a particular day. The periodic learning audit is a related assessment. In his book, *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom* (Jossey-Bass, 2006: 39; also, please see the Toolkit’s Annotated Bibliography), Stephen Brookfield describes three questions students can respond to at the end of each week:

1. What do I know that I didn’t know this time last week?
2. What can I do now that I couldn’t do this time last week?
3. What could I teach others to know or do that I couldn’t teach them last week?

For the purposes of this Diversity Toolkit, the questions can be tailored to particular course topics or to specifically ask students what they learned from engaging with their peers each week.

Brookfield explains that this weekly audit brings students to a deeper appreciation of the incremental learning that occurs throughout the course. At the end of the semester, students can reread their responses over the weeks and write a final reflection about their learning journey.

### Assessment 2: Critical Incidents Questionnaire

The Critical Incidents Questionnaire (CIQ) also comes from Brookfield’s *The Skillful Teacher* (41-54). Brookfield solicits anonymous student feedback on the following questions:

- At what moment in class this week did you feel most engaged with what was happening?
- At what moment in class this week were you most distanced from what was happening?
- What action that anyone (teacher or student) took this week did you find most affirming or helpful?
- What action that anyone took this week did you find most puzzling or confusing?
- What about class this week surprised you the most? (This could be about your own reactions to what when on, something that someone did, or anything else that occurs.) (42-43)

In his extended exercise, Brookfield asks students to write their responses on carbon paper; he collects one copy, and they keep the other. He regularly summarizes for and discusses with his class the feedback that emerges most frequently. Brookfield argues that the CIQs alert instructors to brewing problems; encourage students to reflect constantly on their own learning (and, I would add, more importantly for our purposes in capitalizing on diversity, students’ *emotions* about what they are learning); and build trust with students, who see that their experiences and feedback are valued.

### Assessment 3: Mid-Semester Student Self-Assessment

This assessment asks students to reflect critically upon their participation in classroom discussions and activities. Give each student a handout with the following instructions and questions (and ample space for written comments). It can be conducted in class (requiring 10 – 15 minutes) or be

issued as a take-home assignment in order to allow greater time for writing and reflection. This assessment can be especially helpful in evaluating quiet or shy students; in particular, their responses to question #2 below often yield surprising insights about moments in which they feel they made a notable contribution but that you may have overlooked.

*Instructions on handout:*

Think back on your involvement in our class so far this semester: Are you prepared for our discussions? How often do you speak up? Do you listen to your peers and respond to them with respect? Do you ever ask them questions? Do your contributions spark new discussions? Do you offer insightful comments on or challenges to our readings and course materials? Do you participate actively in group activities? Now respond to the following questions:

1. How would you describe your participation?
2. Give yourself a compliment! Give an example of something you did well in a particular discussion.
3. Read the syllabus' grading guidelines for participation. What grade would you give yourself, and why?
4. What could you do to improve your participation?
5. What can I do to help you improve your participation?

#### **Assessment 4: Student Group Evaluation**

This student group evaluation was created by anthropologist Dr. Kathryn Mathers, faculty member at Duke University. She sees it as a combination of self- and peer-assessment. Framed as an exercise in encouraging and supporting collegiality and learning from each other, she asks students to tell her what they have learned from other students and what they feel they have contributed to class discussion. The goal is to underscore the idea that class is a collaboration. She notes, "It also really gave me fabulous insight into how much students were paying attention to their classmates." As with Assessment 2, this exercise can enable quieter students to show how much they participate.

Dr. Mathers uses this description of class participation on her syllabus:

Our goals are twofold: (1) To develop a set of collective questions and tools that enable us to better put 'America' and American identities in question anthropologically; and (2) to create an intellectual community in which we encourage and collaborate on one another's intellectual projects. This is a participation-based course. Accomplishing these goals means that reading and participation are mandatory and included in your grade.

Participation: Your participation grade will be based on the quality of your participation during seminar and online. It will not be based on the number of times you speak up in class, although it is important to show up in more than just body every week. As this is a collaborative project an important aspect of your participation is how you engage with your peers. This requires that you commit at the beginning of the class to getting to know your colleagues and trusting the value of dialogue in your own learning

*Instructions on handout:*

Please give a letter grade to each of your classmates based on **what you have learned from them**. You want to think about how they have **contributed to your learning**, rather than how smart, cute

or funny you think they are. Explain your grade in terms of what specific thing about the text, lectures, and/or paper writing they have taught you. This is an opportunity to reflect on the work you have done with classmates in small groups and outside the classroom, as well as their contribution to general discussion, peer editing, etc. Please underline your own name, **give yourself a grade** and explain it.

Name	Grade	Explanation/Notes



## Websites and On-Line Resources

### [An Approach to Teaching Diversity: A Dozen Suggestions for Enhancing Student Learning](http://www.uww.edu/learn/diversity/dozensuggestions.php)

<http://www.uww.edu/learn/diversity/dozensuggestions.php>

This article by Jim Winship, of the University of Wisconsin-Whitewater's LEARN Center, highlights twelve suggestions for capitalizing on diversity and helping students speak across their differences. Each suggestion has a link with specific classroom strategies, as well as questions to ask of yourself and students.

### **Association of American Colleges and Universities (AACU): Assessment Rubrics**

- [AACU Diversity](http://www.aacu.org/resources/diversity/index.cfm): <http://www.aacu.org/resources/diversity/index.cfm>
- [AACU Assessment](http://www.aacu.org/resources/assessment/index.cfm): <http://www.aacu.org/resources/assessment/index.cfm>
- [AACU Intercultural Knowledge](http://www.aacu.org/value/rubrics/InterculturalKnowledge.cfm):  
<http://www.aacu.org/value/rubrics/InterculturalKnowledge.cfm>

The AACU website features a variety of detailed rubrics for assessing students' abilities to capitalize on the skills gained in diverse learning environments.

### [Diversity and Complexity in the Classroom: Considerations of Race, Ethnicity, and Gender](http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/diverse.htm)

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/diverse.htm>

An excerpt of Barbara Gross Davis's *Tools for Teaching*, detailing general strategies for recognizing one's own biases and tactics for surmounting them.

### [Diversity Digest](http://www.diversityweb.org/Digest/archives.html)

<http://www.diversityweb.org/Digest/archives.html>

Archives of the quarterly newsletter from the Association of American Colleges and Universities. From 1996 to 2002, articles shared the latest news of curriculum transformation, gauging students and faculty experiences, trends in diversity outreach, and much more.

### [Diversity and Inclusive Learning \(Center for Teaching at Vanderbilt University\)](http://www.vanderbilt.edu/cft/resources/teaching_resources/interactions/diversity.htm#racial)

[http://www.vanderbilt.edu/cft/resources/teaching\\_resources/interactions/diversity.htm#racial](http://www.vanderbilt.edu/cft/resources/teaching_resources/interactions/diversity.htm#racial)

A collection of annotated articles and links that can help to achieve a more inclusive classroom atmosphere and interactive dialogues.

### [Diversity Web: An Interactive Resource Hub for Higher Education](http://www.diversityweb.org/index.cfm)

<http://www.diversityweb.org/index.cfm>

The "Research and Trends" tabs hosts especially helpful information that outlines the benefits of diversity, as well as numerous ideas for curriculum development and evaluation tools.

### **[ERIC: Education Resources Information Center](http://www.eric.ed.gov/)**

<http://www.eric.ed.gov/>

ERIC is a powerful bibliographic resource for literature in education and pedagogy, including books, journal articles, conference and policy papers, technical reports and much more. For example, one could search for the term “first year experience” or “diversity” in order to stay abreast of the most recent research in these areas.

### **[Multicultural Pavilion](http://www.edchange.org/multicultural/)**

<http://www.edchange.org/multicultural/>

Created in 1995 at the University of Virginia, this website represents a coalition of educators and activists who are committed to educational equity. While the site targets K-12 teachers, it offers a wide variety of resources that can be of use to post-secondary instructors. Check out, for example, the “Awareness Activities” link that contains helpful icebreakers and introspective exercises for students.

### **[National Resource Center for the First-Year Experience and Students in Transition](http://www.sc.edu/fye/)**

<http://www.sc.edu/fye/>

This site provides links to recent publications, sample syllabi for FYE courses, assessment tools and other resources for instructors who teach courses for first-year and transfer students.

### **[Teaching for Inclusion: Diversity in the College Classroom](http://cfe.unc.edu/pdfs/TeachforInclusion.pdf)**

<http://cfe.unc.edu/pdfs/TeachforInclusion.pdf>

A handbook created by the Center for Teaching and Learning at University of North Carolina-Chapel Hill that covers theories of learning styles, modalities of inclusive teaching, and profiles of groups of students (going beyond racial/ethnic diversity to include gender, sexuality, region, religion, ability, etc.) and their particular concerns.

## Annotated Bibliography

**Adams, Maurianne, Lee Anne Bell and Pat Griffin (eds). Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge, 1997.**

This classic text provides detailed examples for building courses centered on specific “-ism”s that negatively impact social justice: racism, sexism, ableism, classism, etc. Each chapter provides excellent examples of class activities and writing assignments that increase students’ awareness of social advantages and disadvantages. Instructors will find Part III, “Issues for Teachers and Trainers,” most helpful, as it has specific sections on facilitating discussions, getting to know our students and, most critically, identifying our own social identities and biases. The authors place a high premium on shedding students’ assumptions that we “know it all” about diversity; in fact, the authors encourages us to share with students our own past struggles and use our experiences as classroom examples, in the spirit of seeing diversity awareness as an ongoing process.

**Brookfield, Stephen D. The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom. San Francisco: Jossey-Bass, 2006.**

In this insightful text, Brookfield argues that there are three essential “R”s of teaching: respect, research and responsiveness. He has an especially helpful chapter on “Teaching in Diverse Classrooms,” which explores ways to work within an overall educational system that assumes homogeneity among teaching and learning styles. Brookfield encourages instructors to perform informal diagnostic tests (as simple as asking students to raise a hand for “yes”) at the beginning of the semester in order to gauge previous learning experiences, familiarity with course content and social identities. Moreover, he explains the importance of creating opportunities to team teach with colleagues of diverse backgrounds and abilities, as well as purposely drawing from multiple modalities in solo-teaching. He also underscores the importance of creatively mix student groups, combining students of various abilities, identities and personalities to achieve reflective participation during in-class activities.

**Bucher, Richard D. Diversity Consciousness: Opening Our Minds to People, Cultures, and Opportunities. Upper Saddle River, NJ: Pearson Publishing, 2004.**

Although Diversity Consciousness is a textbook designed for college classrooms, it is also a helpful resource for instructors looking to expand their own understandings about the many forms “diversity” may take, as well as to broaden their pedagogical repertoires. Bucher begins with the premise that “life without diversity” is no longer a reality in the twenty-first century, and therefore students’ future success is inherently tied to their abilities to relate to and capitalize on the diverse colleagues and workplaces they will encounter once out of school. Of special interest are Chapters Four, “Developing Diversity Consciousness” and Five, “Communicating in a Diverse World,” which encourages students to examine their own cultural assumptions through role-playing and case-study types of writing assignments.

**Dunn, Lee, Chris Morgan, Meg O'Reilly and Sharon Parry. The Student Assessment Handbook: New Directions in Traditional and Online Assessment. New York: Routledge Falmer, 2004.**

Dunn et al place student experiences at the core of classroom assessment in this brief and easy-to-read handbook. The authors invite instructors to critically reflect on their existing assessment practices and provide new ways to approach the practice in a way that suits specific learning outcomes. The chapters are brief and designed for busy instructors who may have time only to quickly generate ideas for specific assessment contexts. Of particular note is their chapter on "Assessing in diverse contexts," which includes a helpful bulleted list of checkpoints, such as "Can students bring their own backgrounds and experiences to bear on the assessment task?" (49) and "Are students with better resources advantaged by the assessment tasks set?" (50). Equally notable is the chapter, "Managing and developing oneself," which helps instructors develop assignments that will foster students' abilities to be reflective and work collaboratively.

**Erickson, Bette LaSere and Diane Weltner Strommer. Teaching First-Year College Students. San Francisco: Jossey-Bass, 1991.**

In this revised and expanded edition of their 1991 classic Teaching College Freshman, Erickson and Strommer share a wealth of information about teaching students new to college. Part One brings readers up-to-date on understandings of first year students' intellectual development and diverse learning styles. Part Two imparts substantive strategies for eliciting deeper engagement from these students across lecture and discussion modalities and course assignments. Of special interest, however, is Chapter 13, "Creating Inclusion in First-Year Classrooms and Curricula." LaSere and Strommer explain that students experience difference in three ways: course design; day-to-day class conduct; and in student-faculty interaction. They argue that instructors who acknowledge these three areas can more effectively meet students where they are and support them in their intellectual journeys.

**Gabriel, Kathleen F. Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education. Sterling, VA: Stylus, 2008.**

Although the emphasis in this text is how to help at-risk students improve their academic performance, Gabriel outlines pedagogical techniques that can help students at every skill level. Gabriel explains that professors can lay the foundations for a friendly classroom environment even before the first day of the semester by establishing guiding principles, such as "Students must accept responsibility for their learning progress" (13), and crafting a clear and thorough syllabus. She emphasizes the importance of helping students learn each other's names and making attendance meaningful through the use of class participation points. Filled with examples from her years of experience as both instructor and academic advisor, Gabriel provides especially helpful chapters on engaging students through learner-centered education and promoting academic integrity.

**Grace, Sue and Phil Gravestock. Inclusion and Diversity: Meeting the Needs of All Students. London: Routledge, 2009.**

Grace and Gravestock do an excellent job of helping readers to understand "diversity" as something much broader than race and ethnicity; they are mindful of students' work schedules, course loads, physical abilities, age and nationality. Especially interesting is a chapter on students' lives outside the classroom. The authors provide not only helpful strategies for inclusion, but also

explain the pedagogical principles behind such strategies. Throughout the text are helpful “Pause for Thought” sections which pose example teaching scenarios and pointed follow-up questions; in this way the authors aid readers in reflecting continuously on the information and strategies they share. The book is written for instructors in Great Britain, but very mindful about applicability to classrooms in the United States.

**Huston, Therese. Teaching What You Don’t Know. Cambridge, MA: Harvard University Press, 2009.**

In this frank and humorous text, Huston examines the challenges faced by faculty who must teach course materials outside their primary areas of expertise (for example, a history survey that spans epochs), as well as the challenges posed by teaching students whom one does not know well. The author insists that “[t]he sooner you realize that your students are different from you, the easier and perhaps easier your teaching life will be” (169). Huston reminds readers of the many forms “diversity” can take, from differences in learning styles and generational gaps, to non-traditional students and students of color. In addition to providing several class activities, Huston reminds readers to clarify one’s expectations; make it normal for students to seek help; vary one’s teaching modalities and assignments; and to ask students to collect data or provide examples, as students learn best when they discover for themselves.

**Rendon, Laura I. Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice, and Liberation. Sterling, VA: Stylus Publishing, 2009.**

Rendon argues that the traditional academic separation between thinking (the mind) and feeling (the heart) does not enable faculty to engage students’ full capabilities. The best learning, she explains, is not simple regurgitation of facts, but of helping students applying new knowledge to their own lives and communities. Rendon coins the term “sentipensante” to signify a bringing together of mind and heart to create an inclusive classroom atmosphere. She relates the experiences and specific teaching practices and assignments of faculty who privilege the reunion of heart and mind in their students.

**Steele, Claude. “Thin Ice: Stereotype Threat and Black College Students.” Atlantic Monthly August, 1999.**

Sociologist Claude Steele and his colleagues have developed the concept of “stereotype threat” primarily to explain the phenomenon of middle-class African American students typically scoring lower on standardized tests than their white peers. Steele argues that these students’ expectations that they will likely be judged according to dominant, negative stereotypes about their race actually leads them to undermine their performance, even among those who consider themselves to be strong, engaged students. The mere threat of stereotyping is enough to generate this disruptive anxiety. This concept can be broadened further, as Steele suggests that everyone experiences stereotype threat in some situations: women in math and science classes; male students in gender and sexuality courses, etc. It is important for instructors to understand that students in these situations often experience “attributional ambiguity,” or the challenge of being unsure whether an instructor’s feedback is purely neutral and would apply to any student regardless of race or gender, or whether it is grounded in a stereotype about the student.