“We can never be static... our journey of engaging primary issues of justice that characterizes the modern history of Georgetown—demands ever more of us continually.”

President John J. DeGioia
The Doyle Engaging Difference Program began in 2009 as the Doyle Initiative, which was made possible through a generous gift from Georgetown alumnus and Board of Directors member William J. Doyle (C’72). In 2012, Mr. Doyle, chair of Georgetown’s For Generations to Come campaign, endowed the Initiative permanently. Mr. Doyle currently serves as the Chairman of the Board of Directors of Georgetown University.

ABOUT THE DOYLE PROGRAM

The Doyle Engaging Difference Program challenges Georgetown students and faculty to consider the value of difference and to engage it through a wide range of enhanced learning opportunities.

Launched in 2009 with a generous grant from William J. Doyle (C’72), Chair of the Georgetown University Board of Directors, the Doyle Program is a campus-wide collaboration between the Center for New Designs in Learning and Scholarship (CNDLS); the Berkley Center for Religion, Peace, and World Affairs; and Georgetown College.

The following report details the work of the CNDLS Doyle Program during the 2015-16 academic year, including:

* The Doyle Faculty Fellows Program, which creates curricular opportunities to promote student engagement with themes of difference;
* Doyle Diversity Grants, which facilitate learning opportunities both inside and outside the classroom;
* The Inclusive Pedagogy Colloquium, a four-day intensive seminar open to all university faculty and staff as part of CNDLS’ annual institute;
* Campus-wide events such as the Doyle Film and Culture Series, the Doyle Engaging Difference Symposium, produced in collaboration with the Berkley Center, and other university-wide program events; and
* Campus service, such as participation in the Provost’s Committee for Diversity and implementation of the Engaging Diversity Requirement in the undergraduate core curriculum.

These elements work together dynamically to provide a holistic approach to engaging the Georgetown community—building on Georgetown’s rich educational tradition to create opportunities for students, faculty, staff, and administrators to explore complex questions of diversity and enhance Georgetown’s culture.
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A YEAR OF REFLECTION AND EXPANSION

The seventh year of the Doyle Engaging Difference Program was a year of intense work. In the wake of local and national events, we continued to adapt to fulfill our mission. At a local level, President John J. DeGioia appointed a Working Group on Slavery, Memory, and Reconciliation and challenged our community to confront its own legacy of slavery while seeking a way forward. On a national level, our country experienced a year marked by incidents of tragedy and violence linked to racism and prejudice. Against such a backdrop, the Doyle mission to encourage students and faculty to engage with issues of difference and diversity took on even greater urgency. While maintaining a focus on faculty development through the fellows program, the CNDLS Doyle Program also worked to support and advance opportunities for engagement across our campus.

Members of the Doyle Team and faculty fellows played key roles in this year’s work of preparing for the fall 2016 implementation of the university’s Engaging Diversity core curriculum requirement. In addition to myriad administrative and logistical tasks needed to launch the requirement, team members worked to connect campus stakeholders to the potential of the new curricular requirement to manifest our Jesuit ideals and started to create the necessary institutional structures to ensure that the requirement fulfills that potential. Additionally, the Doyle Program built on increased campus demand for support in inclusive and effective pedagogy and engagement with diversity at all levels and created a major expansion of yearly programming at the CNDLS Teaching, Learning, & Innovation Summer Institute (TLISI) in May 2016. The Doyle Program co-sponsored Professor Shaun Harper, founder of the Center for the Study of Race and Equity in Education at the University of Pennsylvania, as keynote speaker for TLISI. The first Inclusive Pedagogy Colloquium at TLISI was open to all faculty and staff and emphasized the need for coordinated efforts across campus constituencies in order to create a culture supportive of diversity and inclusion. The desire on campus for this kind of collaboration was evident in the colloquium’s popularity and feedback.

Our program strives to bring developing national conversations to our campus through the workshops we offer and the speakers we bring to campus. In addition to Shaun Harper at TLISI, we hosted several other significant guests this year. Partnering with the Berkley Center for the Annual Doyle Symposium, we hosted Peace Corps Director Carrie Hessler-Radelet, whose address was followed by a panel of students and faculty discussing engagement with global and religious diversity on campus and abroad. In separate events, we also hosted long-time scholar and leader on transformative education Marcia Baxter Magolda, Duke University’s Vice President for the Office of Institutional Equity Benjamin Reese, and President of Franklin & Marshall College Daniel R. Porterfield (C’83).

At the same time, we also continued to nurture and build on important projects already developed. Our faculty fellows continued to play leading roles in positive efforts across campus, in addition to their ongoing work in the faculty fellows cohort. For example, faculty fellow Fr. Matthew Carnes along with Doyle Team member Daviree Velázquez served on the university’s Working Group on Slavery, Memory, and Reconciliation. Additionally the work of several Doyle fellows contributed to President DeGioia’s inspiring announcement to not only establish an African American Studies Major, but to create new associated tenure lines, as well as a new research center to focus on overcoming structural injustice.

As the issues involving diversity and the needs of our campus community change, the Doyle Program will also evolve, seeking ways to scale our work and deepen partnerships. Recognizing the urgency of our charge and proud to celebrate a year of successful change-making, we are working with committed diligence to build on our past successes.
DOYLE BY THE NUMBERS

The innumerable experiences offered, conversations sparked, and lives touched in the Doyle Program can never be fully measured. The snapshot below of our efforts both this year and over time is but one attempt to track and demonstrate the work of the program to engage members of the Georgetown community.

**Faculty Fellows Program (2015-2016)**

- **15** Faculty Fellows
- **11** Disciplines
- **325+ Students Reached**
  - **97** cumulative since 2009
  - **36** cumulative since 2009
  - **Nearly 3,000 cumulative since 2009**

**Diversity Grants (2015-2016)**

- **20** Grants
- **17** Faculty
  - **64** cumulative since 2011
  - **38** cumulative since 2011
- **13** Disciplines
  - **21** cumulative since 2011
  - **1,150+ cumulative since 2011**

**Film & Culture Series & Other Program Events (2015-2016)**

- **10** Events Hosted and Sponsored
  - **28** cumulative since 2009
  - **Nearly 700 total attendees in 2015-2016**
Throughout a year of thoughtful reflection, curricular experimentation, and revision, Doyle faculty fellows worked to infuse new goals, perspectives, and pedagogies into their chosen courses, which ranged across the disciplines from STEM fields to the humanities. While each course (re)design was unique, several themes emerged as the fellows focused on course content, assessment, and in- and out-of-class activities.

Many faculty drew more intentional connections between their course and contemporary political and cultural events, whether through the use of novels and films (as in the case of Lahra Smith, School of Foreign Service) or foregrounding discussions of race representation in contemporary theater (as in the case of Debra Sivigny, Performing Arts). Several fellows featured learner-centered models of course design, including Henry Schwarz (English), who transformed his course into a studio-based, student-led exploration of course content. Perhaps most prominently, faculty fellows this year explored the pedagogical approach of incorporating experience and dedicated personal reflection opportunities into their classrooms as a way of opening up diversity conversations and exploration with students. In particular, Diana Guelespe (Program on Justice and Peace) introduced a reflective exercise as a means of individual and class debrief, guiding and deepening students’ rumination in the wake of their trips to immigration court.

Cultivating empathy and understanding over distance and helping students close the gap between course content and their own lives is difficult, but the 2015-2016 fellows creatively and effectively grappled with this ongoing challenge.
Elham Atashi, Program on Justice and Peace  
*JUPS 271: Conflict Transformation*

In *Conflict Transformation*, a required seminar for the Program on Justice and Peace, students learn the theory, practice, and applied skills for transforming conflicts at individual, group/institutional, and global levels. While in previous semesters students often struggled to make connections between personal conflicts and international ones, the redesigned Doyle course incorporated multiple opportunities for reflection to help students see interlinkages between types of conflict, as well as efforts toward conflict transformation. With each student first reflecting on her or his own individual conflict style and then assessing other levels of conflict through this lens, Atashi saw evidence of students making greater connections between the course units. She also used conversations about difference itself to explore both causes of conflict and opportunities for conflict transformation. Rather than shying away from the diversity of opinions that emerged through student writing and facilitated dialogue, and rather than allowing differences to “become a source of tension, conflict and disagreement,” Atashi challenged students to “take personal responsibility for the way [they] respond to difference.” She noted that “while diversity means difference, we don’t always explore or deal with these differences as a way to bring our communities together. Can we think of diversity differently?”

“Without a doubt the best part of the Doyle Program was meeting, learning from, and the conversations with my colleagues from different disciplines. It was inspiring to learn of the work of colleagues and their incredible dedication and passion for teaching and student learning.”

Elham Atashi  
(Program on Justice and Peace)

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Lioudmila Fedorova, Slavic Languages  
*WRIT 015: Yankees in Petrograd, Bolsheviks in New York*

Lioudmila Fedorova’s course, *Yankees in Petrograd, Bolsheviks in New York*, explored the reciprocal perspectives that emerge through the interaction of different cultures, with students examining the responses of Americans and Russians in both fictional and documentary travelogues. Redesigning her previous Russian course as an introductory, English-language writing course, Fedorova invited students to read and analyze travelogues and road films. She used the traveler to a foreign country as a figure through which to consider how individuals both respond to the cultural Other and come to gain multiple, culturally-specific perspectives on experience. Students used writing intentionally to explore the complexities of differing perspectives, unpacking cultural stereotypes that are often mutual while also viewing familiar terrain from defamiliarized points of view. Funded through a Doyle diversity grant, the class took field trips to the Smithsonian’s National Air and Space Museum, allowing students to explore the Russian and American space programs through reciprocal narratives of the cultural Other. The dynamic alignment of multiple course elements—including writing, textual analysis, and dialogue—deepened students’ relationships to the material and to each other. As Fedorova explains: “I think more students came to thank me at the end of the course than ever; they stressed that it had been a very meaningful experience.”
IN THE CLASSROOM

Diana Guelespe, Program on Justice and Peace

**JUPS 410: Immigration and Social Justice**

Diana Guelespe’s *Immigration and Social Justice* course combined experiential learning with deep reflection, allowing students to witness first-hand the complexities of immigration and providing structured space for them to grapple with those complexities. Helping students move beyond theoretical and historical parameters, Guelespe has always invited students to consider the local impact of immigration, requiring them to observe immigration court and reflect on their experiences. In her Doyle redesign, she took that reflection a step further, integrating a small-group, in-class activity in which students enacted aspects of their courtroom observations. In discussions following the activity, students explored many complex aspects of the experience—including the power dynamics of immigration, frequent dehumanization of human beings, and the role of systems and institutions in constructing one’s immigrant status. Guelespe was impressed with the depth of reflection the exercise prompted: “The discussion was very organic. I did not have to probe or ask questions. Students immediately picked up on the similar themes that all groups tried to enact and openly talked about them. The activity exceeded my expectations.” Fostering the experiential component of the course was another community-based activity, in which students completed work at the Central American Resource Center’s citizenship program for adult immigrants. These efforts furthered another of Guelespe’s Doyle learning goals—helping students process academic concepts on a more human level.

Kathleen Guidroz, Sociology

**SOCI 191: Interpersonal Violence**

Kathleen Guidroz’s *Interpersonal Violence* course analyzed diverse types of violence and responses, and also invited students to consider violence through the perspective of victims. Analyzing violence as experienced by perpetrators, victims, and others in society (including the students themselves) highlighted the complexity and personal nature of violence as well as its differential impact. Making her Doyle-inspired learning goals explicit, Guidroz prompted students to address “the impact of individuals’ actions” while asking, “who is affected by violence and how are they affected?” In redesigning the course, Guidroz allowed these questions to shape the course structure itself, framing monthly topics that invited more thoughtful consideration of victimization while acknowledging that individuals experience violence differently. Students wrote weekly summaries in response to specific prompts which invited them to approach the course topics from a personal lens, considering the impact of violence on their own lives, while at the same time reflecting on their evolving understanding of the topic. These regular responses, together with a mid-semester course evaluation administered by CNDLS, gave Guidroz the ability to adapt her teaching strategies throughout the semester to meet the needs of students in real time: “It taught me that I need to have a course that is fully structured (part of a professor’s preparation), but perhaps I need to be flexible at the same time.”

Charles McNelis, Classics

**CLSS 223: Roman Sexuality**

In *Roman Sexuality*, students explored the extreme polarities the Romans used to formulate codes of social and sexual behavior, gaining an understanding of the dynamics of ancient Roman culture. In light of the charged contemporary debates over sexuality, Charles McNelis redesigned his course to provide students new strategies for accessing difficult discussions and seeing links between the issues in Roman society and the experiences of students on Georgetown’s campus. Noticing that students are sometimes hesitant to discuss their personal views on sexuality in a public forum, McNelis employed multiple pedagogical strategies in order to elicit greater contributions to class discussions. Such strategies included using anonymously drafted student reflections to prompt larger discussion and having students in small groups take assigned positions on topics in order to reduce the personal stakes for any individual. With varying results, McNelis found that his strategies overall fostered a more inclusive conversation: “What surprised me the most was that students tended to offer personal reflections within the contexts of the intellectual and scholarly frameworks of sexuality and gender rather than from their own experiences and viewpoints.”
Laurie King, Anthropology
ANTH 280: Urban Anthropology: Cultures of the City

Laurie King’s Urban Anthropology: Cultures of the City uses Washington, D.C. as an immediate “social laboratory” in which students undertake a qualitative study of cities, leading to an ethnographic research paper. Although King has previously taught similar versions of this course, her redesign efforts to facilitate a deeper understanding of urban inequality encountered new challenges, raising larger questions about the university’s role in preparing students to engage meaningfully with diversity. The result was a significant learning experience for King as well as the students. One unexpected dynamic that emerged was the contrasting experiences of students from different socioeconomic and racial backgrounds. The resistance of some students to the Doyle components raised a number of questions for King that cannot be resolved easily within any single course, but which will animate her ongoing work: “Are we teaching about diversity in order to lay the groundwork for meaningful changes in how the next generation will undertake leadership positions in government, business, law, medicine, and the NGO sector? What does a well-rounded education and a commitment to cura personalis mean at Georgetown when so many students choose careers in the financial sector? What is a college education supposed to do—or be capable of doing—if it’s largely considered a stepping-stone to a lucrative job?” Reflecting on her Doyle experience, King remains committed to challenging her students—and herself—to directly engage these complex issues.

Iwona Sadowska, Slavic Languages
PLSH 102: Intermediate Polish II

In Intermediate Polish II, Iwona Sadowska helped her students develop language proficiency through a focus on difference and diversity in Polish history. Using film and texts, students examined Poland’s past and present through a cross-cultural view of topics related to power, solidarity, and domination. Through close analysis of short stories, articles, advertisements, feature films, and documentaries, Sadowska and her students examined how relations of domination operate and how everyday people can create social change. Sadowska extended students’ exposure to Polish culture through two visits funded by Doyle diversity grants to the Polish Embassy, meeting the Secretary of State of the Ministry of Foreign Affairs, Jan Dziedziczak, and attending a reception with the visiting President of the Republic of Poland, Andrzej Duda. Students also attended a gallery exhibition and discussion on “Fighting Poland” at the Polish Institute of National Remembrance. Within her own classroom, Sadowska found ways to invert traditional power structures, promoting more student-led discussions, as well as established language exchanges with native Polish speakers. The result, she found, was a new type of relationship with her students: “The Doyle course was really important for me as well, to create a community with my students. I saw my students through a different lens. They became a great source of inspiration.”

Maya Roth, Performing Arts
TPST 130: Play Analysis

In Maya Roth’s Play Analysis, students analyzed the structures of plays and reflected on the themes embedded in human and social experiences. Roth taught methods of play analysis to veteran theater majors as well as students new to the field. Believing that different learning modes can activate the mutual exchange of critical and creative inquiry, Roth’s overarching Doyle goal was to consciously engage all students with their variety of different learning styles, including those with disabilities. Seeking to better teach to diverse learning styles, she looked to incorporate more tactile and creative assignments, such as visual and sound collage responses to a play world. Roth also used a combination of exercises including sensory mapping in preparation for a creative curatorial project. Students were asked to do original research or compose an original creative response to a play together with framing for how their response serves critical understanding: “[This curatorial] project enabled creativity to emerge to differing degrees, depending on their fluencies, and prompted higher originality of conception/inquiry/research for nearly all of them.” For Roth, one marker of success was that among those who did best on the curatorial projects were students who had the biggest challenges with traditional papers on account of various disabilities.
Sarah Stewart Johnson, School of Foreign Service

STIA 227 & 228: Environmental Geoscience & Lab

Geoscience courses often present significant barriers to students with disabilities due to the nature of traditional fieldwork. In redesigning *Environmental Geoscience*, Sarah Stewart Johnson encouraged accessible geoscience instruction, inviting her students to create a “virtual field trip” as part of a study of water quality in the Potomac and Anacostia Rivers. Working closely with staff from the Gelardin New Media Center, students merged 360-degree video footage they captured in the field with educational content they designed in order to produce an immersive, accessible learning experience. Students shared their creations with twenty participants from Best Buddies, an organization serving individuals with a range of disabilities. The project enabled students to engage more deeply with the idea of difference while reinforcing the scientific concepts from class; simultaneously, it laid the groundwork for a larger “universal design” effort to integrate the concept of disability with field research and classroom teaching. Stewart Johnson will continue this work through a National Science Foundation grant. She and a Georgetown undergraduate will travel to Antarctica to conduct fieldwork and collect footage for another “virtual field trip” to be shared with community partners and students. “Students had a significantly different encounter with diversity than they might have otherwise had. . . . My sense is that science majors at Georgetown don’t often encounter topics tied to diversity in their coursework.”

Erika Seamon, American Studies

AMST 204: American Civilization II: Memories, Gods, and Frontiers

In redesigning *American Civilization II: Memories, Gods, and Frontiers*, Erika Seamon introduced a project in which groups of students designed memorials to various marginalized 19th-century communities who are often left out of standard historical narratives. Through the process, students confronted the intrinsic paternalism involved in attempting to tell the story of a community that is not one’s own. They wrestled with what story to tell, where to place the memorial, what it should look like, who would support it, who would oppose it, and what risks it would present. “In attempting to make an invisible community of the past visible today,” Seamon noted, “students learned that interpreting history depends on where one stands and what message one seeks to relay. Multiple narratives are always competing for a share of collective memory.” The project had particular relevance given the recent focus on Georgetown’s historical relationship to slavery, with the university community was beginning to explore ways to memorialize and engage with its own past. As one student noted, “There is no way that I can look at the debates over the naming of buildings or the suggestions for memorials the same way as I did before. Last semester when everything erupted on campus, I thought the answers were easy. Now, I see that there are no easy answers to any of these questions.”

“Doyle, for me, is a fascinating place and space to realize that what each of us does in the classroom is a piece of larger narrative and mission to deconstruct student assumptions and expose alternative narratives to whatever our field of interest may be.”

Erika Seamon (American Studies)
IN THE CLASSROOM

2015-16 FACULTY FELLOWS

Debra Sivigny, Performing Arts
TPST 170: Principles of Design

Debra Sivigny reworked a central learning goal of Principles of Design from simply teaching theater design skills to emphasizing the importance of designing with respect and ethical reasoning—affirming that theater design requires deep social responsibility to the cultures, characters, and scenarios played out in performances. Sivigny did so by promoting the importance of cultural diversity and the ethics of representation on stage. Students designed creative business cards reflecting their own cultural and social identities as an exercise in integrating personal experience into public design. They tackled complicated issues of cultural appropriation and theater-making through readings and discussions around a recent production of The Mikado at NYU, which was canceled amidst controversies surrounding the casting of white actors portraying Asian characters. Debating the complexities of this contemporary example, students saw the theories of ethical casting and design in practice, “[forcing] them to engage with issues they hadn’t ever confronted before.” Overall, Sivigny found that starting from one’s personal experience was an essential component of her course design: “I would encourage other faculty to consider what diversity means to them personally. . . . Self-defining was critical for me to be able to deliver course material in a way that was sensitive to students’ questions. Not having all the answers opened up the circle for difference of opinion or moments of self-doubt in a safe space.”

Henry Schwarz, English
ENGL 265: Introduction to Cultural Studies

In his Doyle redesign of Introduction to Cultural Studies, Henry Schwarz aimed to incorporate student-led research and studio-design learning into an introductory-level course, to test how independently students could tackle sophisticated research. He was extremely pleased with the results. In a course that explores how cultural objects interlace categories of class, race, gender, nation, and sexuality to produce a cultural collection of power, students embarked on research projects aimed at helping them understand how these categories of power work and how they, as students, can produce nonviolent but revolutionary change. Schwarz and his students identified five major research topics reflecting issues in contemporary political debates, including images of African Americans in media, women’s inequality, industries and environments, female body images, and mental illness and addiction. Students then worked in a small-group, studio environment to develop viable research projects from these broader categories. Although students read a core group of theoretical texts together, they self-selected additional readings and worked in small collectives to produce sophisticated analyses of their chosen content. Schwarz felt the redesign was a powerful approach: “The studio experiment exceeded my expectations in terms of student enjoyment and achievement. I assumed they would be more fearful of experimentation and of self-reliance, but the other-reliance this forced them into had an equalizing effect, giving them a shared destiny.”

“I learned that teaching diversity is not necessarily about activities, or exercises that incorporate diverse topics, but rather a philosophy or a frame that drives a course. It’s pedagogy at the core.”

Debra Sivigny
(Performing Arts)

Debra Sivigny and her students worked on theater design with an emphasis on social responsibility to the cultures, characters, and scenarios of the performances; her talents were also on display in the costume designs for War with the Newts (see page 20).

Henry Schwarz, English
ENGL 265: Introduction to Cultural Studies

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“I learned that teaching diversity is not necessarily about activities, or exercises that incorporate diverse topics, but rather a philosophy or a frame that drives a course. It’s pedagogy at the core.”

Debra Sivigny
(Performing Arts)
IN THE CLASSROOM

Lahra Smith, School of Foreign Service

INAF 100: Women and Politics in Sub-Saharan Africa

In previous semesters teaching Women and Politics in Sub-Saharan Africa, Lahra Smith noticed a tendency to essentialize African women’s experiences and treat them as somehow quite different from the experiences of American women. She therefore redesigned the course to challenge students’ normative assumptions about race, gender, and difference. In particular, she assigned an early comparative reading of American women’s history of legal reforms in order to show the sexist and often misogynist nature of many American laws through much of the 20th century. Smith paired these readings with reflective writing assignments to help students interrogate the common and dismissive preconception that African women have so much to reform that substantive progress will take generations. She also made efforts to present course content in modes that appeal to students, incorporating a greater number of Africa-themed films and novels and then discussing connections students found between course materials and political issues closer to home. “By pausing at times to allow class discussion on topical events such as Black Lives Matter protests in Ferguson and Baltimore, or the on-campus Working Group [on Slavery, Memory & Reconciliation] activities, we had meaningful and substantive discussions of diversity and race that went far beyond anything I could have ‘scripted’ in readings or films. It was more organic and therefore, more relevant to the students.”

Timothy Wickham-Crowley, Sociology

SOCI 139: Race, Color, Culture

In Race, Color, Culture, Timothy Wickham-Crowley invited students to take a transnational and historical view of race and ethnicity, including discrimination in education and color-based prejudices, and how these issues manifest in culture, looking more broadly than at just the U.S. Studying human experiences with diversity, this course has always had Doyle learning goals at its heart, but in making it a Doyle course, Wickham-Crowley explored methods for drawing students into broader and deeper engagement with diversity topics. This focus, coupled with the diverse makeup of the class, made discussions in this iteration of the course especially rich. Students regularly showed evidence that “they could absorb and process the importance of those matters in the lives of people—not-themselves.” One method for fostering such dialogue involved choosing early materials with enough socio-historical distance that no one felt compelled to defend any particular side. As topics moved into more contemporary aspects of racial conflict, with black lives often at the center of the class discourse, Wickham-Crowley encouraged all students to share their own experiences while remaining empathetic listeners. “How can we teach our subjects – any subject – in such a manner that all of those young minds are drawn into the subject at hand and, better yet, become willing to enter into a serious dialogue with people unlike themselves...without pre-deciding that such dialogue should or will eventuate in agreement about all such matters?”

Heather Weger, Center for Language Education and Development

ENFL 036: Intermediate Integrated Skills

Heather Weger’s Intermediate Integrated Skills course helps international students develop English language proficiency through the Intensive English Program at Georgetown’s Center for Language Education and Development. Although typically at Georgetown for only one semester, many students in the program intend to study at U.S. universities. Weger’s Doyle redesign invited students to consider how diversity impacts society, as well as the value of exploring multiple points of view. Accommodating the diverse interests of her students, Weger developed a collection of texts and listening activities that raise issues of diversity in a variety of disciplines. She also partnered with many Doyle cohort members, who welcomed Weger’s students to observe their classes, furthering her goal of helping students bridge the gap between their home cultures’ standards of classroom participation and standards common in U.S. classrooms. This multidisciplinary collaboration was not only a model of inclusivity and experiential learning, but also helped students gain valuable perspectives on diversity that impacted other class activities. For example, after in-class activities with peers from different home countries, students reported greater awareness of the ways that cultural norms contribute to divergent classroom participation structures and other social behaviors. Reflecting on her redesign experience, Weger noted: “The idea that ‘diversity’ is containable to a single assignment seems less tenable to me now than when I first began the project.”
The 2016-17 Doyle faculty fellows meeting at the start of their year together.

2016-17 FACULTY FELLOWS

Sixteen faculty fellows, including 3 returning fellows, will join the 2016-17 Doyle Faculty Fellows Program:

Ghayda Al-Ali
Arabic and Islamic Studies
Arab Media

Marjorie Mandelstam Balzer
Anthropology
Indigenous Peoples, Conflict, and Resilience

Simone Bunse
McCourt School of Public Policy
Comparative Policy Process

Gibson Cima
Performing Arts
Improv for Social Change

Tania Gentic
Spanish and Portuguese
Introduction to Comparative Literature

Desha Girod
Government
Civil War in Developing Countries

Bette Jacobs
Health Systems Administration
Indigenous Peoples, Conflict, and Resilience

Christopher Long
McDonough School of Business
Management and Organizational Behavior

Michael McDermott
McDonough School of Business
Global Residency

Marilyn McMorrow
Government
Comparative Migration Issues and Catholic Social Thought

Fulvia Musti
Italian
Italian through Visual Art

Lourdes Ortega
Linguistics
Language and Social Justice

Mubbashir Rizvi
Anthropology
Environmental Anthropology and the Politics of “Nature”

Elena Silva
Biology
Developmental Neurobiology

Jason Tilan
Human Science
Physiological Adaptations

Ernesto Vasquez del Aguila
Anthropology
Masculinities
DOYLE DIVERSITY GRANTS

Doyle diversity grants provide faculty with small financial grants to support curricular activities that contribute to the goal of engaging diversity and difference inside and outside the classroom. These grants enable faculty to provide additional opportunities for their students to connect with content and with one another, enriching the classroom experience through such activities as in-class guest speakers, field trips to museums, engagement with local communities, or intimate class gatherings with food and further discussion.

The Doyle Program has supported faculty through diversity grants since 2011, reaching over 1,150 students through these activities. To be considered for a grant, faculty propose an activity that fulfills the aim of further engaging students on topics such as diversity, self-awareness, plurality, and social justice. In the 2015-16 academic year, 20 diversity grants were awarded to faculty from 13 departments or programs across campus.

Diana Guelespe (Program on Justice and Peace), a 2015-16 faculty fellow, supplemented her Doyle course with a diversity grant that enabled her Immigration and Social Justice students to visit Saturday citizenship classes at a community-based learning site, the Central American Resource Center (CARECEN). Students assisted adults preparing for their naturalization interviews while learning about the immigration process first-hand. Guelespe’s students also attended a field trip to the Newseum with CARECEN and created driver education materials to assist eligible undocumented immigrants in D.C. who are preparing for their license exam. Guelespe observed that the activities deepened students’ intellectual engagement as well as their community engagement: “I am convinced that there is no substitute that can make a bigger impact on students than this experience of getting to know and assisting immigrants through the naturalization process.”

With the help of a Doyle diversity grant, Marc Howard (Government) brought his Prison Reform Project course on trips to the Jessup Correctional Institution to life in an unforgettable real-life experience for his students. The Georgetown students in this class made bi-weekly trips to the Jessup Correctional Institution, where they worked with 16 incarcerated classmates. Groups of students co-authored policy proposals and made multimedia presentations about issues relevant to life before, during, and after prison, making the in-person engagement crucial to the experience. At the end of the semester, Georgetown students presented their projects on campus to an audience of over 200, including many family members of their incarcerated classmates. According to Howard, this “experiment with an untraditional format… exceeded all expectations.”
UNIVERSITY-WIDE WORK

Engaging Diversity Requirement and Provost’s Committee for Diversity

Throughout the 2015-16 academic year, the Doyle Program worked to support university-wide efforts. At the end of the previous academic year, the university passed a new addition to the core curriculum for all incoming students: the “Engaging Diversity” requirement. With the requirement set to take effect in the fall of 2016, the 2015-16 academic year was filled with efforts to prepare the university—from faculty and students to administrative systems—for this launch.

Michelle Ohnona (Women’s and Gender Studies), a former Doyle faculty fellow and current CNDLS Scholar, led the efforts on the implementation of the requirement in her capacity as the university’s Diversity Requirement Coordinator. In her capacity as a Doyle Program scholar, Ohnona worked closely with Doyle team members to help shift the scope of the Doyle Program to provide additional university support for this important requirement. Throughout the year, the Doyle team supported efforts connected to the requirement, including a student Town Hall hosted by the Georgetown University Student Association (GUSA) intended to provide a space for discussion around the requirement.
Additionally, members of the Doyle team sat on the Provost’s Committee for Diversity—a working group of students, staff, faculty, and administrators designed to address issues of inclusion and diversity at Georgetown. Through this collaboration, the Doyle Program was able to provide and draw insights about the work of diversity on Georgetown’s campus, and importantly, to incorporate student perspectives into Doyle Program work. For example, the new Inclusive Pedagogy Colloquium—inspired by work with the Committee for Diversity and additionally shaped by student and faculty feedback—was designed to meet the needs of faculty and staff throughout the university to access and participate in discussions on diversity and pedagogy. (The Colloquium launched at TLISI 2016; see page 23.)

The Doyle Program continues to expand its role as an important campus resource for discussions of difference and diversity and how these relate to faculty development and student learning.
2016 ANNUAL DOYLE SYMPOSIUM
“Engaging Diversity, Building Peace, Changing Communities”

The Doyle Program hosted its seventh annual Doyle Symposium in March 2016, focusing on the importance of engaging difference and creating inclusive communities in an era of increasing global interconnectedness. Provost Robert Groves introduced the symposium’s keynote, current Peace Corps Director Carrie Hessler-Radelet, followed by a panel of Georgetown students and faculty. The symposium offered a unique blend of global and local perspectives on the importance—and challenges—of recognizing diversity in our communities, as well as on the meaningful reflections and growth that all can experience when living intentionally in community with one another.

“There could not be anything more important in our world today than a discussion of engaging difference and diversity.”

Carrie Hessler-Radelet (Director, Peace Corps)
Hessler-Radelet shared her reflections on the history and development of the Peace Corps’ intentional involvement with interreligious and intercultural diversity, a theme facing many universities and businesses today. As an international service organization, the Peace Corps has sent nearly 220,000 volunteers to work in over 140 countries across the globe. Celebrating diversity and fostering inclusion is a priority for the organization, evident through an agency-wide focus on diversified recruitment, combating intolerance through work such as running trainings on Islamophobia, and the establishment of a new Faith Initiative to support volunteers and staff. Hessler-Radelet emphasized that diversity drives innovation and creativity, and that diverse organizations are more resilient and productive. She asked how each of us engage diversity and truly understand our communities—both at home and abroad. She challenged the audience to recognize that engaging diversity can be uncomfortable, that it requires serious and honest reflection and acknowledgment of one’s own biases. “Life begins at the end of our comfort zone,” she noted.

Following Hessler-Radelet’s address, Michelle Ohnona (Women's and Gender Studies) moderated a panel of three Georgetown students discussing their experiences working with diversity on campus and abroad. Ohnona, a former Doyle faculty fellow, CNDLS Scholar, and the university’s Diversity Requirement Coordinator, brought a unique perspective to the conversation, highlighting a passion for teaching, learning, and pedagogy that she feels is crucial to engaging diversity in our classrooms.

First-year student Jasmin Ouseph (SFS’19) and seniors Joy Robertson (SFS’16) and Caitlin Snell (C’16) recounted their wide-ranging experiences at Georgetown. Ouseph is chair of the Georgetown University Student Association’s Racial and Cultural Inclusivity policy team, a diversity facilitator for Leaders in Education About Diversity, and an undergraduate representative on the administration’s Working Group on Racial Injustice. Robertson and Snell participated in Doyle student programs—the Junior Year Abroad Network (JYAN) and the Education and Social Justice Project (ESJ), both offered through the Berkley Center for Religion, Peace, and World Affairs. All spoke about the impact of these different experiences on their engagement with diversity and culture throughout their lives and particularly at Georgetown. Snell spoke of the importance of being vulnerable and the need to create “not just safe spaces, but brave spaces.” The panelists also discussed how difference can be productively recognized and embraced in the classroom, suggesting that traditional classrooms and faculty-student dynamics ought to be transformed toward this end.
Among the successes of the Doyle Faculty Fellows Program are the enduring relationships and catalysts for collaboration that the year together creates. Responding to multiple calls for a reunion, on January 28 CNDLS hosted the first Doyle Dine & Design event. Faculty fellows from across the first seven years gathered for lunch, followed by wide-ranging conversation addressing how the Doyle Program can best meet the needs of the university. Discussion eventually centered on topics of racial justice at Georgetown and the upcoming core curriculum diversity requirement. Attendees brainstormed additional resources that might be helpful to support faculty—not only in light of the new requirement, but also with regard to the university’s ongoing commitment to engaging diversity both locally and globally.

This was the first of many such gatherings as the Doyle Program looks to strengthen ties with its faculty fellows and create spaces for ongoing engagement with relevant issues across campus.
DOYLE FILM & CULTURE SERIES
AND PROGRAM EVENTS

In 2011, the Doyle Program introduced its Film & Culture Series, since then hosting nearly 30 events on a variety of topics related to diversity, difference, and the community. Doyle program events are opportunities for the entire campus community to come together and engage meaningfully with these important issues. During the 2015-16 academic year, the Doyle Program expanded its collaborations with faculty and student groups seeking to host these important conversations. In all, the Doyle Program supported ten events, including the Film & Culture Series offerings as well as additional events with campus partners. Events from this year included film screenings, theater performances, discussions with Georgetown faculty and alumni, and events within the Engelhard Conversation Series on Educating the Whole Person.

Sound of Torture

*Sound of Torture*, a documentary by Keren Shayo, chronicles Meron Estefanos’ work as a human rights activist. The film captures her journeys to Israel and Egypt to meet Eritrean refugees who fled their military dictator-ruled country only to be held hostage by Bedouin smugglers in the Sinai desert. Doyle faculty fellow Lahra Smith (African Studies, School of Foreign Service) led a post-film discussion contextualizing the history of the Eritrean diaspora, Eritrean refugee status in Israel, and the North African instability that affects migratory patterns. Smith also answered questions on how current social and political issues have changed since the filming of the documentary in 2013 and offered resources for students to learn more about Eritreans who seek asylum abroad.

Well-being, Diversity, and the University Community

Throughout the 2015-16 academic year, the Doyle Program supported several events within the Engelhard Conversation Series on Educating the Whole Person, hosted by the Engelhard Project for Connecting Life and Learning. The first such event was a moderated conversation with Georgetown alumnus and former campus colleague Daniel R. Porterfield (C’83) entitled “Well-being, Diversity, and the University Community.” Porterfield, now President of Franklin & Marshall College, spoke about his work with first-generation college students and strategies for shifting existing culture and promoting well-being within university contexts. In conversation with moderator Joan B. Riley (Nursing) and an audience of Georgetown students, faculty, and staff, Porterfield included reflections from his time at both institutions.
ON CAMPUS

War with the Newts

The Doyle Film & Culture Series collaborated with Georgetown’s Theater and Performance Studies Program and the Davis Performing Arts Center to host a post-show reception and dialogue following the campus production of War with the Newts. The play, adapted and directed by former Doyle faculty fellow Natsu Onoda Power (Performing Arts), is based on Karel Čapek’s satirical 1939 science fiction classic. Following the performance, Onoda and many of the cast members joined Georgetown faculty and audience members to discuss key themes in the play. Colin Hickey (Philosophy), Leslie Hinkson (Sociology), and James Olsen (Philosophy) facilitated a discussion on racial discrimination, labor inequality, animal welfare, and environmental issues, as well as cycles of colonization, oppression, activism, and uprising throughout history.

GU Alumnus Conversation: Diversity in the Classroom

The American Studies Program and the Doyle Film & Culture Series co-hosted a lunchtime conversation with Georgetown alumnus Zack Zappone (C’13), who spent two years in the Teach for America program and now teaches eighth-grade English and History in Washington State. Zappone shared his experiences trying to engage students in his diverse classrooms and employ the Jesuit value of cura personalis in order to help his students, many of whom are not proficient in English and deal with an array of socioeconomic and other challenges, develop as critical thinkers. During the event, discussion topics ranged from his personal experience becoming a member of the town’s larger community to his nontraditional teaching methods.

A Conversation on Higher Education and Race

Joining other campus partners, the Doyle Film & Culture Series supported a lunchtime conversation on higher education and race with special guests Benjamin Reese of Duke University and his daughter, Georgetown alumna Lauren Reese (C’12). Benjamin Reese, Vice President of the Office for Institutional Equity at Duke University, shared reflections that spanned from his experiences as a young activist to his current work in higher education. Lauren Reese offered reflections on her time as a Georgetown undergraduate as well as her current experience as a graduate student and teaching assistant at American University. Candidly sharing personal stories and perspectives, the pair emphasized the importance of self-awareness, self-reflection, and inter-group dialogue as practices of social justice and foundations for open, difficult conversations.
Stink!

The Doyle Film & Culture Series co-sponsored a screening of *Stink!* as part of Washington D.C.'s annual Environmental Film Festival. The documentary focuses on the lack of regulation in the fragrance industry as well as the cost to consumers of the large uptick in chemicals used in manufacturing products. The screening was followed by a panel and audience discussion, featuring panelists Edd Barrows (Biology, Center for the Environment), James Olsen (Philosophy), Carol Day (Health Education Services), and Jasmina Bojic (United Nations Association Film Festival). The conversation recognized the importance of investigative journalism and focused on how each person can contribute to awareness-building and activism.

Building Shared Approaches to Integrative Learning, Formation, and Well-being

In another event hosted as part of the Engelhard Conversation Series on Educating the Whole Person, thought leader Marcia Baxter Magolda, Professor Emerita of Miami University of Ohio, spoke at a day-long forum for Georgetown faculty and staff. Following her keynote, Georgetown administrators Randy Bass, Vice Provost for Education; and Father Kevin O’Brien, Vice President for Mission and Ministry, offered reflections on the importance of intentional student development and flourishing to the core Jesuit values of Georgetown. In a day focused on learning partnerships and student development, faculty and staff considered the myriad of student experiences and how to leverage campus connections to better support student learning. In partnership with the Division of Student Affairs, this event offered a unique space for reflection, collaboration, and inspiring conversations.

Mind {over} Matter

Hosted by the Kennedy Institute of Ethics as part of their annual Bioethics Research Showcase, “Mind {over} Matter: True stories about living with mental illness” showcased a professional storytelling troupe, Story District. Performers shared real-life experiences of living with a variety of mental illnesses, from obsessive-compulsive disorder to dissociative identity disorder and bipolar disorder. The performance was followed by a short dialogue with performers and audience members, as well as a review of mental health resources at Georgetown. This unique event offered a lens into the lives of those who struggle with mental illnesses, and even the perspectives of those who live with or are connected to someone with a mental illness—reminding the audience that we each have a story to share.
Twelfth Night, or What You Will

In a second collaboration with the Theater and Performance Studies Program and with the Black Theatre Ensemble, the Doyle Film & Culture Series hosted a post-show talkback and reception following the campus production of Twelfth Night, or What You Will. Audience members were joined by Director Maya Roth (Performing Arts) and Artist-in-Residence Deb Sivigny (Performing Arts)—both Doyle faculty fellows—as well as student cast members Mar Cox (C’16) and Caleb Lewis (C’16). The discussion opened with Roth and Sivigny detailing their journey to the staging of Twelfth Night, or What You Will and the experience of ensemble production. Panelists discussed considerations of race and representation in theater, as well as how they translated the humor of the play into the physicality of the performers.

Race in the College Classroom (at TLISI)

Shaun Harper, Executive Director and founder for the Center for the Study of Race and Equity in Education as well as professor in the University of Pennsylvania’s Graduate School of Education, delivered the opening plenary keynote at CNDLS’ 2016 Teaching, Learning & Innovation Summer Institute (TLISI), “Innovating in a Diverse World.” Discussing race in the college classroom and drawing on years of research on race and college student engagement, Harper's address was part of the Doyle Inclusive Pedagogy Colloquium at TLISI. Calling for more intentional conversations on race within higher education, Harper spoke about a range of negative experiences that are common for marginalized students, faculty, and staff such as stereotype threat, “onlyness,” and microaggressions. See page 25 for more information.

Well-being in Higher Education (at TLISI)

In the year’s last event of the Engelhard Conversation Series for Educating the Whole Person, Brandon Busteed (Executive Director of Education and Workplace Development for Gallup) delivered a keynote at TLISI. This culminating event of the series focused on a few key questions: how can one measure the success of a college experience, and what factors are important for each person’s individual well-being and satisfaction? Seeing many potential opportunities for attendees to talk with students about the diverse experiences of college, Busteed reminded the audience to focus on transformative learning experiences, such as mentoring, that significantly impact student success and future well-being. See page 26 for more information.
THE INCLUSIVE PEDAGOGY COLLOQUIUM

At the 2016 Teaching, Learning, & Innovation Summer Institute (TLISI), CNDLS launched the first-ever Doyle Inclusive Pedagogy Colloquium, an intensive four-day series of workshops aimed at bringing an even greater number of faculty and staff into conversations around diversity and inclusive student engagement. At the invitation of Provost Robert Groves, and in accordance with the recommendations of his student committee on diversity, the Colloquium was developed to meet the needs of multiple constituencies across the campus community. Student activists are calling their professors to a higher standard of inclusive pedagogical practices, and many faculty members are tailoring their courses to fulfill the university’s new undergraduate diversity requirement. In addition, staff members are looking for ways to enrich their collaboration with campus partners in support of Georgetown’s Jesuit mission and ideals. The Colloquium was designed with these key stakeholders in mind.
INCLUSIVE PEDAGOGY COLLOQUIUM

PURPOSEFUL DESIGN

The Doyle team developed the Colloquium in order to create an opportunity for a broader, more inclusive conversation around diversity. While the Doyle faculty fellows—a cohort of 16 faculty members—traditionally meet during TLISI to begin their intensive year-long Doyle work on inclusive pedagogy, the shift to offer a larger colloquium was a new model that provided opportunities for varied levels of engagement between both faculty and staff around topics of inclusive pedagogy. Participant engagement ranged from attending one session to many throughout the week, with a core group of participants attending all Colloquium sessions. Workshops and keynotes were punctuated with opportunities for deeper work through assignments and design activities, in which faculty and staff explored ways of collaborating to enhance teaching, learning, and student support.

In developing the Colloquium, the Doyle team was purposeful in designing workshops to reflect multiple perspectives and grounded their activities in the current research regarding inclusive pedagogy, which suggests that complex issues in higher education are best addressed in collaboration between faculty and staff. Campus leaders in Student Affairs were tapped to lead several sessions and to share their expertise in student development, as well as perspectives on the varied identities of Georgetown students. With a record number of nearly 200 staff members attending this year’s TLISI (doubling staff attendance from the previous year), it was evident that staff were eager for this type of opportunity to engage in a university-wide conversation around diversity and student well-being and to interact with faculty on these issues as well as on designing effective approaches to inclusive pedagogy.

LOOKING FORWARD

In a post-TLISI survey, participants who attended the Inclusive Pedagogy Colloquium reported that they found the workshops to be effective at building community, applicable to participants’ current engagement with students, and well-balanced in terms of breadth and depth and between practical techniques and difficult discussions. In addition, feedback from both faculty and staff suggests that campus partners are eager for further opportunities—in multiple formats—to engage in a sustained dialogue around issues of diversity and inclusive pedagogy. While CNDLS expects to offer a version of the Colloquium at next year’s TLISI, the Doyle team will also host multiple workshops and events throughout the academic year to foster dialogue and to help all constituencies—faculty, staff, and students—enhance their collaboration for the betterment of the campus community.

Copies of the 2014-15 Doyle Program Annual Report were distributed to attendees of TLISI, along with copies of the Prospect and TLISI schedules.

The concluding IPC session included a panel of Doyle faculty fellows, discussing the tangible lessons learned from their projects.
At TLISI, Shaun Harper spoke on various ways to teach about issues of race, both inside and outside of the classroom.

KEYNOTE ADDRESS: SHAUN HARPER
“Race in the College Classroom”

The two featured keynote speakers at this year’s TLISI are thought leaders in their respective fields. Shaun Harper is the Executive Director and Founder of the Center for the Study of Race and Equity in Education, and a professor in the University of Pennsylvania’s Graduate School of Education. His research focuses on race and gender in education and social contexts, equity trends and racial climates on college campuses, Black and Latino male student success in high school and higher education, and college student engagement and outcomes.

Shaun Harper’s keynote addressed three primary questions: what happens in college classrooms to awaken students’ consciousness on how they’ve been socialized to think about race? How can we know that students are prepared when they leave Georgetown? And finally, how prepared are Georgetown students for citizenship in a racially-diverse democracy and a diverse global economy? While he acknowledged the value of diversity requirements in college curricula, he argued for an integrated, across-the-curriculum approach to ensure that students do not leave college campuses with the same ideas about race they had when they arrived.

Throughout his talk, Harper drew insights from his forthcoming book, Race Matters In College, and described academia’s collective failure in what he refers to as “the mis-education of the White student.” He also addressed recent demands of student activists of color, asserting that what they are asking for most is recognition of their experiences: “They are asking to be heard, to be understood, and to be taken seriously. Students of color . . . are attempting to raise consciousness and invite dialogue and invite people into their experiential realities on predominantly-White campuses.”

Harper also offered several suggestions for addressing “onlyness” (the psycho-emotional burden of being the only one of a social group in a given space), stereotype threat (a situational predicament in which one’s performance is impaired in the presence of stereotypes about one’s social group), and microaggressions (casual, everyday exchanges that send denigrating messages to a certain social group)—all of which are common experiences for marginalized students. Of note was the suggestion that universities invite feedback from students of color on their experiences both on campus and in the classroom, as well as the argument that faculty and staff need to have these often difficult conversations about race with their peers.

He recommended additional steps, such as conducting peer reviews of syllabi (both within Georgetown and among peer institutions) to ensure that the university’s values around inclusion are reflected in individual courses, crowdsourcing through social media to invite input on readings and other course activities, and having faculty develop their own personal curriculum to learn more about effective pedagogical practices for teaching diverse learners.
Brandon Busteed argued for a focus on personal well-being when measuring student success.

In his plenary talk Brandon Busteed offered a passionate argument for the utility of tracking non-traditional measures of student success after graduation from college and using these measures to evaluate student outcomes. His presentation began from the observation that “lifelong learning”—the most prevalent phrase used in mission statements at colleges and universities—is not evaluated in alumni populations.

Big data metrics tend to rely upon traditional economic measures of success, but Busteed argued for the place of what are sometimes understood as behavioral economic measures when evaluating lifelong learning outcomes. While classic economic measures consist of grades, test scores, and graduation rates, behavioral economic measures comprise such concepts as well-being, engagement, and hope, both during and after college. Busteed and his colleagues attempt to use these non-traditional metrics to track student outcomes after graduation by measuring five elements of well-being, as defined by Gallup: purpose, social, financial, community, and physical. According to Gallup’s findings, only 10 percent of college graduates, or 7.4 percent of the U.S. population, are thriving in all five areas, while 16 percent are not thriving in a single area. As Busteed pointed out, “If you believe that a great measure of the best colleges and universities is the learning growth and development of students from when they matriculate to when they graduate, then we have absolutely no idea what the best colleges and universities are in this country because we have never measured these elements.”

Busteed reported several significant findings. For example, the study found that graduates who reported that they felt “emotionally supported” during college were twice as likely to be engaged in their workplace and three times as likely to be thriving. Having a mentor in college also proved to be the highest correlating factor in one’s investment in their community later in life. He suggested that these findings could have a significant impact on the way colleges and universities create pathways for tenure or staff recognition. “What if we actually put more rewards and recognition around all of the staff, who... are a bigger source of mentoring than faculty? We are not telling faculty that we value mentoring. There are a lot of great faculty who are mentoring in spite of the system, not because of it.”

KEYNOTE ADDRESS: BRANDON BUSTEED
“Well-being in Higher Education: We Are What We Measure”

Brandon Busteed is the Executive Director of Education and Workforce Development at Gallup. His career spans a wide range of important initiatives in education as an educational entrepreneur, speaker, writer, and university trustee. Busteed’s work integrates Gallup’s research on talent selection, strengths, engagement, and well-being to improve student success, teacher effectiveness, and educational outcomes.

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Brandon Busteed argued for an increased focus on personal well-being when measuring student success.
INCLUSIVE PEDAGOGY COLLOQUIUM

SUMMARY OF SESSIONS

The Inclusive Pedagogy Colloquium featured the following additional workshops:

WHO ARE GEORGETOWN STUDENTS?

Georgetown’s student population has undergone a significant demographic and cultural shift over the last decade. Daviree Velázquez (CMEA) and Devita Bishundat (CMEA) focused particularly on Georgetown classroom experiences of students of color, first-generation college students, and students with high financial need, in order to help enhance pedagogy for a diverse set of learners.

SYLLABUS DESIGN FOR ENGAGING DIVERSITY

Michelle Ohnona (Women’s and Gender Studies) and David Ebenbach (CNDLS and the Center for Jewish Civilization) helped participants explore concrete practices to make engaging diversity an integral and productive part of their courses. Among other topics, participants discussed Georgetown’s new Engaging Diversity requirement—its history, its learning goals, and how it is intended to work—and worked through a hands-on process of backward syllabus design, starting with goals surrounding the opportunities of diversity and using those goals as a basis for assignments, classroom expectations, and assessment.

WELL-BEING IN PRACTICE—FOR OUR STUDENTS AND OURSELVES

In this workshop with Jade Wood (Gallup), participants dove deeper into the concepts of well-being that Brandon Busteed addressed in his keynote presentation. They considered the impact of well-being on faculty, staff, and students, and developed concrete action plans to better attend to well-being in their work.

“Well-being is not a means to an end. It is an end in and of itself.”

Jade Wood (Gallup)
INCLUSIVE PEDAGOGY COLLOQUIUM

FACILITATING DIFFICULT DISCUSSIONS

A critical component of engaging difference and diversity in classrooms is facilitating constructive and in-depth dialogue—giving students experience grappling with multiple perspectives different from and in tension with their own. Joselyn Schultz Lewis (CNDLS) and James Olsen (CNDLS) focused the session on how to create a classroom atmosphere conducive to fruitful discussion on sensitive topics and explored effective tools and strategies for managing such conversations in the classroom.

“Difficult discussions are going on whether or not we have them out loud, and silent discussions are much more disruptive.”
Joselyn Schultz Lewis (CNDLS)

SELF-AWARENESS AND IMPLICIT BIAS IN THE CLASSROOM

Whether we intend to or not, we bring all aspects of ourselves into the classroom, including our social identities, power dynamics, and implicit biases. This session with Davíree Velázquez (CMEA) focused on increasing participants’ self-awareness as educators, and provided tools for recognizing biases and how they may impact student learning.

INCLUSIVE PEDAGOGY CONCLUDING WORKSHOP

Throughout the week, participants were encouraged to articulate, develop, and revise a concrete goal for implementing inclusive pedagogy in their classrooms during the coming year. Led by Joselyn Schultz Lewis (CNDLS) and James Olsen (CNDLS), the final day of the Colloquium was an opportunity for participants to reflect on the whole of their experience that week and spend time refining and receiving feedback on their goal and plans for implementation. In addition to having time and space to work individually and in collaboration, participants also heard from a panel of Doyle faculty fellows on practical lessons learned from their own projects.
ABOUT CNDLS

Since 2000, the Center for New Designs in Learning & Scholarship (CNDLS) at Georgetown University has supported faculty and graduate students with tools, resources, and opportunities for new learning environments. The Center began with a mission to bridge a historic gulf between pedagogy and technological advances, and today CNDLS integrates a teaching and learning center with the latest educational technology. Our team of experienced educators facilitates a broad-based program that promotes discovery, engagement, and diversity in an ever-expanding conception of learning.

CNDLS DOYLE TEAM MEMBERS

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