

**Workshop Session Plan on Multicultural Teaching
Columbia Theological Seminary
Jack Seymour and Lynne Westfield
January 22-23, 2018**

*Lynne and Jack on campus January 22, by 2:00

**Goals
(From the Columbia Wabash Proposal)**

- Identify the various ways in which underlying issues—pedagogical practices and readings as well as broader issues such as syllabi and curriculum—contribute to a multicultural teaching and learning environment or lack thereof.
- Develop vocabulary and skills for articulating and effectively addressing those issues—pedagogical practices, readings, syllabi, curriculum, etc.

Monday, January 22

3:00PM to 5:30PM

Focus: Reflecting on “Guidelines to Support Multicultural Teaching and Learning”

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| 3:00 | Dean - Framing of Conversation and leadership introductions |
| 3:10 to 3:45 | Thinking about Diversity: Full Faculty Activity
(Sit in the chronological order of hire; answer briefly the question What were the issues of diversity that you had to contend with in your first year(s) of teaching? Led by Lynne |
| 3:45 to 4:30 | Panel of Recollection about Guidelines document: The dean is to select 2 or 3 faculty persons to rehearse the following questions about the Guidelines document: <ul style="list-style-type: none">• What was its impetus?• Who wrote it?• How was it written?• What was it like to discuss it before it was adopted?• What was it like to adopt it on May 6, 2010?• Where are we now with this document’s embodiment and implementation? |
| 4:30 to 4:45 | Break |
| 4:45 to 5:00 | Affirmations <ul style="list-style-type: none">• Jack – affirmation and reflection on “Guideline to Support Multicultural Teaching and Learning” document• Lynne – affirmation and reflection on “Guideline to Support Multicultural Teaching and Learning” document |

- 5:00 to 5:30 Moving forward: Reviewing the document. (In small groups – make a list – report back and record) Led by Jack
- Since it was completed a few years ago, what changes or additions would you make?
 - What are key values/commitments/practices that you identify from the document?
 - What role do you want the document to play in your curriculum?

Tuesday, January 23 9:00AM to 3:00PM

Focus: Multicultural Teaching and Learning: Syllabus Design and Teaching During the Spring Term for Students Currently Enrolled in Columbia Theological Seminary Classes

9:00 to 9:15 Practicing Multicultural Teaching – Two chosen by the dean share one example each of how they sought to engage multicultural teaching and learning in a class – perhaps inspired by Guidelines document.

9:15 to 11:00 Syllabus and Classroom Design for Spring Term
Getting Started and Set-Up for small groups – led by Lynne 9:15-9:30
In small groups (3 persons)

Timing: 9:30 to 10:00 1st person
10:00 to 10:30 2nd person
10:30 to 11:00 3rd person

- Each person will take 30 minutes to rehearse his/her syllabus reflection notes.
- One person will be the listening partner – no judgement – just listen
- Other person will take notes of affirmation and questions for on-going work of faculty individually and collectively (record for report back)

11:00 to 11:15 Break

11:15 to 12:30 Report Back, Record and Discussion

- What is the good news? What is being done effectively? List from notes
- What questions need more consideration? List from notes
- What are some key values and commitments expressed? List from notes

12:30 to 1:15 Lunch

1:15 to 3:00 Discussion and Next Steps (Jack and Lynne)
(Connected to the goals set in the Columbia Wabash Proposal:

- Develop short-term and long-term goals as well as strategies for addressing those issues
- Develop criteria for periodic evaluation and assessment of progress vis-à-vis the goals identified at the end of consultation.)

- What will be the homework for individuals during the semester while teaching the course?
- What goals of governance will you work toward during the semester?
- What do you want to do in May consultant's visit?