

Reaching Through Teaching

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of College Teaching*



Special Diversity Issue

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Reaching Through Teaching is an online journal, which is published at the KSU Center for Excellence in Teaching & Learning (CETL) Web site. Its content is devoted to peer-reviewed articles and invited essays that address the teaching/learning process in higher education. Submissions that address the following topics from the perspective of any discipline are encouraged: research on teaching and student learning; assessment of teaching and student learning; research on problems and issues faculty face and related solutions; and innovative techniques or demonstrations.

Contributions are solicited from faculty at all colleges and universities. Please submit articles in Microsoft Word to the editor on a disk or as an email attachment (bhill@kennesaw.edu). Graphics must be submitted in jpeg format as a separate file with the manuscript. Starting with the Fall 2003 issue, all submissions must conform to the American Psychological Association publication style. We reserve the right to edit articles in keeping with our editorial practices. We do not accept previously published articles. For additional information on submissions, contact Bill Hill, Director, Center for Excellence in Teaching and Learning, Kennesaw State University, 1000 Chastain Road, Mailbox #5400, Kennesaw, GA 30144-5591. Phone 770-423-6410.

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**A Unit of
Academic Affairs**

Reaching Through Teaching Special Diversity Issue

This issue of *Reaching through Teaching* is a special diversity issue. It is based on selected presentations from the 2003 “Stepping Up to the Plate: Best Practices in Diversity Education Conference.” This conference, sponsored by Kennesaw State University, was a two-day meeting on April 25-26.

The conference provided a showcase for best practices in diversity and learning currently in use at universities, four-year colleges, and community colleges. The conference was designed to be of use to educators and administrators from all disciplines who are involved in general education and major programs. This conference also benefited administrators in other campus offices who are involved in creating a positive campus climate experience.

The goals of the conference were:

1. To examine best practices in the curriculum to: (a) establish or refine diversity course requirements; (b) spur the creation of new diversity courses or revise courses by integrating more diversity content; (c) encourage new research on diversity and learning; (d) examine teaching methods that promote diversity learning.
2. To make connections in diversity learning between the classroom, campus, and the local community to: (a) strengthen diversity-related collaboratives between academic affairs and other university campus offices (e.g., student affairs, alumni offices, admissions, etc.); (b)

collaborate academically with K-12 schools to facilitate the college success of diverse students; (c) collaborate academically with community agencies and businesses to promote diversity sensitive students and citizens.

3. To explore marginalized underrepresented groups in the academy and explore ways to utilize the talents of diverse faculty and students to enrich the institution.
4. To establish benchmarks to assess institutional diversity learning experiences to: (a) establish institutional outcome measures and indicators for an inclusive curriculum and pedagogy; (b) explore ways to support faculty in their work towards an inclusive curriculum; (c) explore ways to use diversity learning experiences in ways that result in positive campus changes.

The first article in the issue is based on the presentation of the opening plenary speaker, Dr. Janet Helms. Dr. Helms reviewed her stages of white racial identity development and how those stages impact classroom interactions. The second, third, fourth, and fifth articles describe how four institutions transformed their curriculums to incorporate diversity. The sixth article outlines how institutions can create an accepting/inclusive Lesbian, Gay, Bisexual, and Trans (LGBT) campus culture.

Guest Editors of the Diversity Issue,
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Flora Devine, J.D.