

JOIN US FOR A DAY OF INCLUSION, AWARENESS, AND DISCUSSION

DAY OF DIALOGUE

EDUCATING A DIVERSE COMMUNITY

WELCOME

8:30 A.M. - 9:30 A.M.

CAMPUS CENTER GYM

WORKSHOP SESSION 1

9:45 A.M. - 11:45 A.M.

BOWMAN HALL / FREEL LIBRARY

LUNCHEON WITH

KEYNOTE SPEAKER

DR. TRACEY BENSON

12 P.M. - 1:30 P.M.

CAMPUS CENTER GYM

WORKSHOP SESSION 2

1:45 P.M. - 2:45 P.M.

BOWMAN HALL / GALLERY 51

WORKSHOP SESSION 3

3 P.M. - 4 P.M.

BOWMAN HALL / FREEL LIBRARY

CLOSING SESSION

4:15 P.M. - 5 P.M.

BOWMAN HALL LOBBY

THURSDAY

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**A very special thank you to the
2019 Day of Dialogue
committee members:**

**Kerri Nicoll
Arlene Theodore
Mariana Bolivar
Hannah Noel
Amanda Kleintop
Jenna Sciuto
Ruby Vega
Erica Barreto
Cindy MacDonald
Christopher MacDonald-Dennis
Nicole Porther
Kayla Hollins
Erin Milne
Celia Norcross
Emily Alling
Jackie Kelly**



MASSACHUSETTS COLLEGE OF LIBERAL ARTS 1894 | 2019

Day of Dialogue

Educating A Diverse Community: Inclusive Teaching & Learning at MCLA

November 7, 2019

8:30-9:30 am

Opening Breakfast and Welcome Session

Amler Campus
Center Gym

9:45-11:45 am

WORKSHOPS

(participants choose one workshop to attend)

Black Feminism Then & Now

with Students in Amanda Kleintop's HIST 320-01:
Women & Gender in the US

Bowman Hall 201

Teaching to Frailty:

An Experiential Creative Writing Workshop
with Caren Beilin

Bowman Hall 222

Teaching Diversity From A Global Perspective

with Guangzhi Huang and Mohamad Junaid

Bowman Hall 202

How the Championship Dynasty Mindset Destroyed True Teamwork

with Jamal Ahamad

Bowman Hall 205

PIPEPLINE Community Development: Exploring Empathy & Classroom Culture

with Gwendolyn VanSant, Stephanie Wright
and Lia Russel-Self with Pipeline actors

Bowman Hall 319

Educating for Diversity:
An Open Conversation with the CDO
with Chris MacDonald-Dennis

Freel Library
Learning
Commons



12:00-1:30 pm	Lunch & Keynote: Leading for Racial Equity in Schools Tracey Benson Assistant Professor of Educational Leadership University of North Carolina Charlotte	Amler Campus Center Gym
1:45-2:45 pm	<u>WORKSHOPS</u> <i>(participants choose one workshop to attend)</i>	
	IDEA--Inclusion, Diversity, Equity and Access through Encounters with Outsider Art with Tony Gengareilly	Bowman Hall 204
	Reducing Mental Health Stigma through Respectful Dialogue with Michael Birch, Ben Wood, Heidi Riello, & Cindy MacDonald	Bowman Hall 202
	Open Up: Community Dialogue Workshop with Jenna Sciuto and ENGL 441 class	Bowman Hall 319
	MCLA's Gallery 51 as a Diverse Classroom: Diversity through Community with Tammara Leminen and Tyler Rockenfeld	Gallery 51
	Dialogue Across Difference: An Introduction to Intergroup Dialogue with Kerri Nicholl and IGD students	Bowman Hall 203
	What Do They Expect of Us? Exploring Student Perceptions of Advisor Expectations with Ruby Vega, Sara Trova, Najah Sims, and Elly McMeniman	Bowman Hall 201

3:00-4:00 pm

**A Spectrum of Experiences: Autistic Students
on College, Life, and Neurodiversity**

with Anna Jaysane-Darr, Cindy MacDonald,
and students

Bowman Hall 319

**Conscious Casting: Race, Gender, Sexuality,
and Disability on Stage and Screen**

with Laura Standley

Bowman Hall 203

**We, Not Them: Inclusive Language
at MCLA and Beyond**

with Francesca Olsen and Kate Gigliotti

Bowman Hall 202

Travel Education and Issues of Access

with Julia Boger-Hawkins and Bria Wells

Bowman Hall 204

Self-Authorship: Stories that Unite

with Joshua Mendel and Dennis Rebelo

Bowman Hall 201

The Art + Practice of Self Care

with Don'Jea Smith, Isamaya Hagstrom, Erica Barreto,
Black Student Union Group Members

Freel Library
Learning
Commons

4:15-5:15 pm

Closing Session Reception

Bowman Hall
Atrium

Notes:



Black Feminism Then & Now

Students in Amanda Kleintop's HIST 320-01: Women & Gender in the US

Level of Interaction: Low to Moderate

Throughout the history of feminism, there is a continuous neglect toward Black women and their importance in the growth of feminism as it is today. With our workshop, we will be highlighting the moments throughout history that address the significant contributions that black women have made to feminism, as well as discussing problems Black women face in regards to history. We will be incorporating audience participation as well as discussion on the topic while providing information on how Black women have contributed and what needs to be done to include them more into the conversation.

Teaching to Frailty – An Experiential Creative Writing Workshop

Caren Beilin

Level of Interaction: High

Many of us are frail—delicate, *in fact precious*—we are chronically ill, anxious + depressed, racially and/or economically oppressed, out of time and at the limit of our abilities. There is a common saying, about teaching to a student's strengths. This experiential workshop will *teach with frailty*. We will look at some provocative examples of frail human artists and the spaces they *can* work in/with. Together we will imagine a classroom space that can actually + radically include *us*—we'll also do some creative writing exercises that will challenge old notions about being strong, correct, upright, or great, while we write.

Teaching Diversity From A Global Perspective

Guangzhi Huang and Mohamad Junaid

Level of Interaction: Low to Moderate

This presentation is meant to serve as example of how we as instructors can better teach diversity and foster compassion by teaching from a global perspective and using an interdisciplinary approach. The presentation aims to critique the system of global capitalist economy. It looks at how the global dispersal of manufacturing in the age of post-Fordism has led to economic restructuring and displacement which give rise to the resurgence of xenophobia and nativism that we are seeing in the US, in Hong Kong, in China, and in Africa. This presentation will feature low to moderate interaction.

How the Championship Dynasty Mindset Destroyed True Teamwork

Jamal Ahamad

Level of Interaction: Moderate to High

Teamwork is a concept that gets lip service with zero follow through. As demonstrated by the NBA with the construction of Big 3 / All-Star teams all with the mindset of creating dynasties for their brands, the true camaraderie of working alongside a group of people has been lost. This mindset has infiltrated the professional workforce via job hopping and self-branding through social media.

Even though everyone is determined to win and be successful in their own fields, how can we reinvigorate everyone with the importance of teamwork?

PIPEPLINE Community Development: Exploring Empathy & Classroom Culture

Gwendolyn VanSant, Stephanie Wright and Lia Russel-Self with *Pipeline* actors

Level of Interaction: High

Cooperatively presented with BRIDGE's Race Task Force and WAM Theatre, this session will delve into the themes of Dominique Morisseau's play *PIPELINE* from a cross-curricular lens using both arts and activism. BRIDGE's VanSant explains, "The school to prison pipeline affects not only the poor; the constant pressure and trauma of racism can touch any family at any moment. Through the arts we look forward to creating more local opportunities for authentic discussion around the stark ethnic disparities that exist for Black families as we identify solutions through activism. *PIPELINE* helps us enter these conversations with courage."

Educating for Diversity: an Open Conversation with the CDO

Chris MacDonald-Dennis

Level of Interaction: Moderate to High

Come join Chris MacDonald-Dennis, MCLA's inaugural Chief Diversity Officer, to discuss the ways he works with the entire campus community around equity and inclusion. Find out what initiatives he is currently working, suggest areas we might focus on and talk about how you might become involved in moving MCLA forward. Learn about MCLA's Equity Action Plan, faculty/staff diversity education, and the DEI Student Advisory Board. This is a drop-in session and you do not need to stay the whole time.

IDEA--Inclusion, Diversity, Equity, Access through an Encounter with Outsider Art

Tony Gengarely

Level of Interaction: Moderate to High

"IDEA---" invites us to consider how we look at the world and how our personal frame of reference impacts on what we think about something or someone and the way we react to what we see. We will consider this issue through an encounter with Outsider Art. Using a Power Point slide presentation we will share a journey through the work of several artists with developmental disabilities, consider their "outsider" status and examine our reactions as they relate to inclusion, diversity, equity and access. The discussion will build with each artist we encounter. Ultimately it will include many facets of our Day of Dialogue, more specifically how we can overcome cultural and aesthetic stereotypes in order to expand our viewpoints and embrace more of the world. www.mcla.edu/JessicaPark



Reducing Mental Health Stigma through Respectful Dialogue

Michael Birch, Ben Wood, Heidi Riello, Cindy MacDonald and Tammy Russell

Level of Interaction: Moderate to High

Nearly 20 percent of people in the United States will fit criteria for a mental health diagnosis in any given year. Adults aged 18-25 have the highest rates of mental health diagnoses at 25 percent. Although mental health conditions are relatively common, it is an uncommon experience to talk openly about mental health concerns. Stigma and misinformation often prevent sharing information and concerns about mental health. The purpose of this facilitate dialogue is to offer a safe space in which we can share our mental health experiences and challenges along with sharing resources and support to each other.

MCLA's Gallery 51 as a Diverse Classroom: Diversity through Community

Tyler Rockenfield and Tammara Leminen (with local female artists

Sara Farrell Okamura and Laura Christensen)

Level of Interaction: Moderately low: involves a walking tour of the Gallery space

This workshop discusses MCLA's Gallery 51's role as a diverse classroom that encourages and aids community dialogue and learning. Using the frame of the current exhibition "5 Women Artists You Should Know," local female artists will be present to create dialogue on their experiences as an under-represented demographic of creators and makers while discussing injustices that arise to female-identifying artists, especially in terms of visibility. Community learning will be discussed in regards to Gallery 51 as a space where the public can be exposed to and learn about topics not always given full spotlight outside of educational settings, for example, gender discrimination in institutional settings.

Open Up: Community Dialogue Workshop

Jenna Sciuto and ENGL 441 class

Level of Interaction: Moderate to High

Open Up: Community Dialogue Workshop is a high-impact, community-based learning course that puts MCLA students directly in the classroom, leading discussions on important topics, such as race, sexuality, identity, and community. Student groups develop workshops and partner with local high schools, including Drury, Wahconah, and Taconic High. One group from this class will demo a workshop, using media and interactive activities to encourage dialogue and create a space for participants to listen to and learn from each other.

What Do They Expect of Us? Exploring Student Perceptions of Advisor Expectations

Elly McMeniman, Najah Sims, Sara Trova, Ruby Vega

Level of Interaction: Moderate to High

This workshop will focus on the relationship between advisor academic expectations and student academic engagement and success. Following a brief overview of educational research on this topic, participants will engage in reflection on their interactions with their advisors (past or present) and their perceptions of the expectations those advisors had for their academic success. As a group, workshop participants will also create a list of their own expectations for supportive and effective advisors and brainstorm how these expectations might be incorporated into institutional advising practices in ways that encourage positive student-advisor relationships.

The Art + Practice of Self Care

Don'Jea Smith, Isamaya Hagstrom, Erica Barreto, Black Student Union Group Members

Level of Interaction: Varying levels, ranging to High

This one-hour workshop is an open, honest, and vulnerable space that invites participants to listen and observe meditative practices of self-care. 10 presenters (or performers) will be seated in a circle addressing the hurt we feel and our creative strategies for self-care. The workshop begins with a set of community agreements followed by an introduction to mindfulness. A group dialogue on self-care manifests in mindful moments of silence, poetry performances, and a closing panel discussion surrounding the varying practices of care that we do for ourselves. Each presenter will bring personal items into the space for participants to view and/or interact with; these items are part of each presenters' practices for self-care—these are the material things that help us feel safe and comfortable. Workshop attendees are welcome to listen to the performers and interact with certain self-care objects displayed throughout the space.

A Spectrum of Experiences: Autistic Students on College, Life, and Neurodiversity

Anna Jaysane-Darr, Cindy MacDonald, and students

Level of Interaction: High

Join us as a panel of MCLA students on the autism spectrum dispel common misconceptions and describe difficulties involved in securing an accurate diagnosis. Student panelists will reflect on their own lives and share personal stories. They invite everyone to join them on an exciting journey of inquiry. Student panelists will warn about the dangers of making generalizations. They will remind us that some individuals on the autism spectrum experience only mild challenges while others have more significant obstacles. We will learn that there are many sources of misinformation that contribute to the persistence of inaccurate beliefs around autism. Student panelists will provide new information, foster open dialogue, and encourage action to promote necessary change.

Conscious Casting: Race, Gender, Sexuality, and Disability on Stage and Screen

Laura Standley

Level of Interaction: Low

Join Theatre professor, Laura Standley, students, and alumni from campus performance groups, to discuss opportunities and challenges to diversity and representation in contemporary casting practices across theatre, film, and television. Casting is both an artistic issue and a labor issue. Traditionally marginalized groups are dramatically underrepresented on stage and screen. What are the biggest obstacles to diversity in casting? If a role is written for a particular ethnicity, sexual identity, gender, or disability, how far should the creative community go to find an actor who checks that particular box? Should the fact that these groups are fighting for better representation be taken into consideration? Who has the right to tell what stories? And who gets to make that decision? This workshop provokes an exciting, educational conversation on how diversity politics shape casting and how audiences subsequently interpret casting, all of which has a profound impact on the materiality of diverse groups.



We, Not Them: Inclusive Language at MCLA and Beyond

Francesca Olsen and Kate Gigliotti

Level of Interaction: Moderate

What's inclusive language, and why should we care about it? In short: Because the language we use in conversation and writing defines and reinforces our ideas about identity and society. Learn about the importance of consistent editorial style, how to identify blatant and subtle examples of non-inclusive language, strategies for encouraging others to adopt inclusive terminology, and examine some real-life inclusive language fails and wins, both here on campus and in America at large. Includes a breakout workshop on editing for inclusivity.

Travel Education and Issues of Access

Julia Boger-Hawkins and Bria Wells

Level of Interaction: Moderate

In this panel and presentation-based workshop, MCLA students who went on the Spring 2020 travel course to South Africa with Professor Anna Jaysane-Darr will be sharing their personal experiences with travel education as well as examining some data about the various institutional and socioeconomic factors that prevent many students from being able to access these opportunities. Participants will be asked to think critically about the value of travel as it pertains to liberal arts education and also to larger goals of promoting diversity, equity, and inclusion in our society and around the world.

Self-Authorship: Stories that Unite

Joshua Mendel and Dennis Rebelo

Level of Interaction: Low to Moderate

We are all collectors of lived experiences, and stories are what help to unite and not divide us. StoryPathing™ is a powerful, proven narrative and identity development process designed specifically for people of all ages, all walks of life, and all times of life. StoryPathing™ is learning designed to awaken Self Authorship, promote self-leadership, form an inner narrative that guides, and prepares individuals for high stakes storytelling – whether for interviews or public speaking events – so that their work-life story is integrated and sense-making to audiences both large and small. StoryPathing™ has recently been introduced to the North Adams Public Schools as a result of phenomenological research done in partnership with college and career readiness programming from 8th grade on through high school.

Dialogue Across Difference: An Introduction to Intergroup Dialogue

Kerri Leyda Nicoll and Intergroup Dialogue students

Level of Interaction: Moderate to High

In an increasingly divided society, the ability to engage in dialogue with people who view and experience the world in different ways is crucial to maintaining progress toward equity and inclusion. This workshop will introduce foundational principles of dialogue and provide information about the effectiveness of Intergroup Dialogue as a model for inclusive education. Participants will practice dialogue skills and leave with a toolkit for use in a variety of campus and community settings.

Notes:

