Contemporary events both at Georgetown University and beyond reinforce the Doyle team’s understanding that our work is never done. With that in mind, the core Doyle Program offerings—the Doyle Faculty Fellowship Program, our Doyle diversity grants, and the Doyle Symposium and other Program Events—continued to make important contributions to campus work on diversity, difference, and inclusion. You can read more about these core program elements inside.

In addition to these ongoing offerings, we’ve been active in the evolving and expanding work related to issues of diversity, inclusion, and equity across the university, leading the charge on several Inclusive Pedagogy initiatives throughout the 2016-17 academic year, including:

- expanding A Different Dialogue, an intergroup dialogue program that creates both curricular and co-curricular opportunities for students to develop skills around dialogue across difference,
- providing dialogue facilitation training and development for the Provost’s Committee for Diversity, a student body advising the Provost on issues of diversity,
- collaborating with the Center for Social Justice (CSJ) to hold the second annual “Teach the Speech” event as part of the University’s “Let Freedom Ring!” Initiative celebrating the legacy of Martin Luther King, Jr., and
- promoting engagement with the teaching and learning opportunities around Georgetown’s Working Group on Slavery, Memory, and Reconciliation report, across campus.

All this ongoing work allows us to pursue our core mission, expand our outreach, and respond to the present needs of our community.

This is only a sample of all the work happening through the Doyle Program; to find out more and get involved, go to doyle.georgetown.edu.
LOURDES ORTEGA, LINGUISTICS

Language & Social Justice

Lourdes Ortega launched a new course examining how language is sometimes used to oppress nondominant groups. Ortega aimed to incorporate “a keen sense of real-life relevance,” supplementing readings with poetry, TED Talks, and op-eds. Course learning outcomes included building capacity to understand, confront, and disrupt injustice related to language and to advocate for language diversity and multilingualism. She invited guest speakers to discuss work with Native American language documentation, the Deaf community, and congressional debates on language issues. Guided by inclusive pedagogy principles, Ortega created options for her students’ formal, graded assignments, so that they could choose which two out of five assignments to pursue. This encouraged deeper personal connection for students to their learning. Throughout the semester, students reflected on changes to their own knowledge, commitment, and worldview.

MUBBASHIR RIZVI, ANTHROPOLOGY

Environmental Anthropology and the Politics of “Nature”

Redesigning a course taught twice before, Mubbashir Rizvi focused his redesign on a common struggle for students: thinking critically about their immediate environment. Rizvi noted that students more easily related to distant environmental concerns, and struggled to go beyond ideological divides (such as city and country, human and non-human, modern and primitive) in their analysis of environmental relations and processes. Rizvi therefore decided to use a very familiar environment for students—Georgetown itself—and to deconstruct their dominant assumptions by literally walking through the neighborhood. In addition to exploring the history of economic and social developments of the immediate environment. Rizvi noted, “the ‘memory walk’ highlighted the interdependency between natural resources, global trade, and different forms of power relations that go into shaping landscapes and producing distinct identities.”

ELENA SILVA, BIOLOGY

Developmental Neurobiology

Elena Silva reshaped her course to improve student communication around scientific research and to facilitate student examination of the roles of diversity and difference in experimental design. Silva noted, “The pressing issues of diversity in the sciences... are how to make science more accessible to all and how to ensure that all are represented by the studies performed.” To meet those goals, Silva incorporated inclusive teaching practices and strategies, steering students away from a lecture-based format in order to make time for group problem-solving in class. Students led weekly discussions on scientific articles with a focus on reaching a lay audience. Additionally, Silva wanted students to think critically about how certain experimental design approaches may lead to exclusion of certain population groups. For example, students reassessed the articles covered in class through the lens of the National Institute of Health’s requirement that researchers disclose and justify the sex of those involved in research studies. Overall, students grappled with the pressing, real-world effects stemming from how difference is conceived and taken up in scientific research and to facilitate student examination of the roles of diversity and difference in experimental design. Silva noted, “The pressing issues of diversity in the sciences... are how to make science more accessible to all and how to ensure that all are represented by the studies performed.” To meet those goals, Silva incorporated inclusive teaching practices and strategies, steering students away from a lecture-based format in order to make time for group problem-solving in class. Students led weekly discussions on scientific articles with a focus on reaching a lay audience. Additionally, Silva wanted students to think critically about how certain experimental design approaches may lead to exclusion of certain population groups. For example, students reassessed the articles covered in class through the lens of the National Institute of Health’s requirement that researchers disclose and justify the sex of those involved in research studies. Overall, students grappled with the pressing, real-world effects stemming from how difference is conceived and taken up in empirical investigation, as well as the social impacts resulting from public access to scientific research.

DOYLE FACULTY FELLOWSHIP

Each year the Doyle Faculty Fellows Program brings together an interdisciplinary cohort of faculty for 14 months to redesign their courses. The 2016-17 cohort (listed on the far right) was one of the most disciplinarily diverse cohorts we’ve seen. Just as diverse were the pedagogical interventions they employed to promote student engagement with difference. Below is a sampling of their work. More on these and other courses from the cohort is available on our website at doyle.georgetown.edu.

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2016-17 FACULTY FELLOWS

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
Improvisation for Social Change

Tania Gentic, Spanish and Portuguese
Intro to Comparative Literature

Desha Girod, Government
Civil War in Developing Countries

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

Christopher Long, Management
Leadership in a Global Context

Michael McDermott, Management
Management and Organizational Behavior

Marilyn McMorrow, Government
Researching Forced Migration

Fulvia Musti, Italian
Italian Through Visual Art

Lourdes Ortega, Linguistics
Language and Social Justice

Mubbashir Rizvi, Anthropology
Environmental Anthropology & the Politics of “Nature”

Elena Silva, Biology
Developmental Neurobiology

Jason Tilan, Human Science
Intellectual Discomfort and Physiological Stress

Ernesto Vasquez del Aguila, Anthropology
Masculinities

The Doyle faculty fellows cohort met monthly throughout the 2016-17 academic year.
SPOTLIGHT: THE DOYLE SYMPOSIUM

The 2017 annual Doyle Symposium was organized under the theme of “Dialogue for Engaging Across Difference.” Moderated by Terrence Johnson (Theology), the discussion brought together a diverse panel of thought leaders to reflect on how to engage in dialogue in situations of disagreement.

Elham Atashi (Program on Justice and Peace) and Marcia Chatelain (History), students Priyanka Dinakar (’19) and Shola Powell (’17), and Rev. Jim Wallis (Sojourners Magazine) discussed the challenges of engaging in meaningful dialogue in the wake of the 2016 election, with public discourse dominated by divisive debate. Panelists reflected on the role of the modern university in preparing students to participate in shaping a more just and democratic world, concluding that, at its core, an education that privileges the importance of relationships, communication skills, and respect of others helps foster students’ abilities to engage in meaningful dialogue across lines of difference.

ABOUT THE DOYLE PROGRAM

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

2016-17 PROGRAM IMPACT

FACULTY FELLOWS PROGRAM

A faculty cohort model that supports curricular innovations and collaboration to promote student engagement with difference.

16 Faculty Fellows
110 cumulative since 2009

12 Disciplines
40 cumulative since 2009

315 Total Student Enrollment
3,300+ cumulative since 2009

DIVERSITY GRANTS

Grants that facilitate connections between the work happening inside the classroom and learning opportunities outside the classroom.

16 Grants
80 cumulative since 2011

10 Disciplines
22 cumulative since 2011

350 Students Reached
1,500+ cumulative since 2011

FILM & CULTURE SERIES & OTHER PROGRAM EVENTS

Providing further opportunities for campus-wide discussion and reflection on issues of diversity, difference, and inclusion.

6 Events Hosted and Sponsored
34 cumulative since 2009

INCLUSIVE PEDAGOGY PROGRAM

Workshops, department consultations, teaching resources, and participation in university-wide conversations around diversity and inclusion.

12 Workshops in the Inclusive Pedagogy Series