

Diversity

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partment of Curriculum and Instruction and a professor in the Department of Afro-American Studies at the University of Wisconsin-Madison.

Edith King, a professor of education at the University of Denver, and Christine Sleeter, a professor at California State University, Monterey Bay, Seaside, also participated in the panel discussion.

Nancy Gallavan, an instructional and curricular studies professor in the College of Education, asked the panelists to define multicultural education, to discuss how to move from racial to other multicultural issues, how to maintain cultural sensitivity in classes and among ourselves, and how to empower our colleges to move forward.

"People look at multicultural education in terms of ethnic groups," Chinn said. "We've moved beyond that in the field. We need to help people understand that it's more than ethnicity that determines a person's behavior," Chinn added.

"One weakness of multicultural education is that we take dimensions of it (gender, race, ethnicity, religion) and deal with them separately," Cortes

said. Gay focused on using real-life experiences to better prepare students for their teaching careers. "We're trying to prepare them for something they don't have experience with (multicultural education)," said Gay. "Our students are going out to teach things they don't know about."

Gay suggested increasing the amount of on-site training (at schools) for education majors. According to Gay, this will "help them capture the realities."

Gollnick discussed the need to abandon stereotypes. "It's not easy, but we have to do this as partners."

Grant addressed cultural sensitivity problems and encouraged his colleagues to re-educate themselves. "As educators, I don't know how educated we are," Grant said. "I'm afraid we're going to be here 50 years from now asking the same questions."

King discussed the importance of developing new research methods "to find out what's really going on, not the cold, distant research methods of the past."

King suggested gathering research using broad methods, particularly using one-on-one contact with school children.

Sleeter shared her way of bringing multicultural educa-

tion into the classroom. She does this by requiring her students to formulate questions they have about cultures different from their own. They must then interview sources to get their questions answered. "This gives them insights they didn't have before," Sleeter said.

Response to the panel discussion was favorable.

"It gave me some ideas to share with my students," said Shirley Emerson, a counseling and educational psychology teacher in the College of Education. "I gained a great deal (from attending the discussion)."

Kim Paulsen, a doctoral student studying special education, said the panel discussion was a "positive thing."

"The more people learn about different cultures, the more we learn to understand each other and get along," Paulsen said.


Troutman said he was pleased with the turnout and felt the event was a success. "We witnessed many interesting perspectives from this esteemed panel," Troutman said.

"One message that really came out is that we need to change the way we prepare

teachers by ensuring that they have the necessary skills to ensure that each and every

student receives an equal educational opportunity," Troutman said.

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Ferraro

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Ferraro said the university is building a new \$40 million library that will replace the existing one. The new library is expected to open within four years.

"I wouldn't be terribly surprised if four years or so from now people are writing their applications to the UNLV School of Law," Ferraro said.

Former chairman of the department of psychology at the University of New Mexico and 25-year professor in New Mexico, Ferraro said he favors a culturally diverse university, including faculty and students. "All of my diverse experiences have influenced me in a positive way, so I stand strong for diversity."

"As a minimum, we ought to have at least the representa-

tion of the marketplace," Ferraro added.

Ferraro, in turn, said he supports affirmative action within universities. "Universities are enhanced when universities are diverse. Faculty should come from around the world, students from a wide variety of backgrounds. We can learn from one another," Ferraro said. "We need programs that will enhance diversity."

After three weeks on the job, Ferraro is optimistic about his future at UNLV. "I take it as a responsibility of myself...to look at what we're doing to sell ourselves...to interface with the public, the community, to let people know we have something to be proud of."

"I would like to instill in people the confidence that this place is well-managed...on all fronts," Ferraro said.



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