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Section II: Practicing Inclusive Behavior

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Section II

Practicing Inclusive Behavior

The editors have chosen to offer the two essays in this section by themselves because we want to underline the importance of a vital task calling us as change agents and community builders. O. Scott Peck (1987) in *The Different Drum* writes that the "great enemy of community is exclusivity" (p. 61). We can point to egregious examples of exclusion in our society; but can we clearly see how we ourselves practice exclusivity, even with the best of intentions? If we do recognize the problem, how can we not only change our own behaviors but also promote inclusion across our campuses?

The first essay of this section by Joanne Cooper and Virgie Chattergy tell how faculty development workshops offered to faculty on a multicultural campus provided a means for participants to examine their own cultures and the varying roles each plays. The authors point out that if faculty understand the risks and dangers they face in "border crossing" between cultures, they may better appreciate the perspectives and everyday experiences of the minority students in their classrooms.

The second essay, by Ann Ferren and Bill Geller, addresses how faculty developers may begin to understand the barriers gay, lesbian, and bisexual members of the academic community face on our campuses. As the authors point out, issues of exclusion based on sexual orientation were scarcely discussed anywhere in academia only a few years ago. Now these issues are certainly on the public agenda, but are they on ours as faculty developers? This essay helps us consider the

issues, work on our own comfort level, and select strategies moving us toward action.