Diversity Conversation Faculty Meeting 11/18/16

Q. 3

- what if students can analyze, but not empathize?
- ILO is descriptive; do we want language of caring/doing something about injustice?
- nothing distinctively Christian in the ILO
- desire for more students to be like Michael Emerson
- language of "understand" instead of "analyze"
- language of "responsibility" "solidarity" "engagement"
- language of "categories" rather cold "human beings"
- "synthesize" rather than "analyze" or "understand" alone

need for greater diversity of student body
- and faculty/staff
- but we can make progress now

more role play opportunities to show injustices in the world. "The Global Church"

need for students to see faculty, staff, administration living out the ILO
- but how do we show structural racism(e.g.) in what might be very individual engagement

need to portray it as a gospel as well as a social issue - not just a left-wing agenda

Faculty need more training on these issues

Christine, Fred, Christian history, models from 19th C
What are our expectations for diversity learning?

There are some questions about the instrument used?

Can we speak about diversity as enrichment for our institution? Often we discuss it in terms of problems, how do we celebrate the range of voices?

It is important that we narrow down what we want as our ILO?

Department conversations are important.

- Business/econ - markets class
- Bio - Expanding appreciation for all species
- Art - Systems in the structure of our courses.

Students are reflecting an expectation for the college to negotiate diversity at a broader level.

We are wondering where this responsibility lies?

We observe that there is a need for students to learn some of these specific skills in perhaps a GE course. All of our courses should expand their empathy and capacity to engage but if we desire them to use this language of systemic prejudice needs some training.
11-18-2016 - Diversity Discussion @ Faculty Mtg

Question 1

We're up faith & diversity. How best to address? College-wide?

- In doctrine course, philos., perspectives in world history - easy places to connect w/ diversity. Can't relegate it to only one course, it has to be in many places across the discipline.
  - Begin w/ basic stuff to get the students thinking - don't aim for "highly level" right away - scaffold.
- Work w/ what you know already - theories, materials - that apply.

Focus on the connectedness of societies & historical events, because nothing happens in isolation.
- Recognize different kinds of diversities
  - Need to acknowledge the systems in place. Students often do not see that there are power systems in place, esp. if they belong to the power group. Thus, we need to start w/ the basic concepts.
Disabilities - a type of diversity, but only one of many.

- We could have 2 classes in different disciplines focus together + make partnering assignments/lectures - partner the curriculum - common assignments. Do this strategically in required courses.
- Common contest courses - could there be a requirement for some diversity assignments?

- Global education - it helps to understand power structures when you see that many countries & regions have power structures in place. By globalizing it, it becomes safer to examine & discuss it.

- Chapel. Unrealistic place & students must go. Why only one week for the forces?

Sarah, Greg, Chris, Mary C., Marianne, Diane
Group Discussion

Assessment - not perfect - consensus - disappointed in St. performance

Experiences
1) courses are
2) going abroad is key to understanding

#3 - ILO - what isn't included?
- Many in our community - don't understand class
- Bakersfield students mould by suburban + regionality
- Students/Faculty
- We are focussed on ethnicity - have our St. read or considered other lenses?
  Class? Ideology? Defriend on Facebook?
  We have limited ability to understand diversity - #3 categories are
  narrow w/ our ILO.

We wonder - would St. results look different if different variables were used (not just race) - what about disabilities? Religion? Would St. be able to think in greater capacities about these categories?
Diversity Committee chose/looked at other categories
Rural, class, ethnicity - time sake did just one variable?
Vague wording in ILO? Do we want greater language
- Do we institutionally have a good understanding of diversity? We use diversity in a lot of lectures... do we understand diversity? Keep it theoretically grounded, Biblically grounded.
- Was the study skewed toward social sciences?
- Diversity vs. social justice/injustice...
  - Can we differentiate both justice and injustice? What should be rectified or not?
- How do we define diversity?
  * The Foundations of Diversity = Theological account as a positive vision.
  * The document (Foundations of Diversity) is looked at in several classes.
  * Students, one faculty feels it is abstract.
  * The-Westmont & Diversity document doesn't necessarily represent us. It is an older document.
- Incidents in 1980's discussions when unfortunate behavior issues arose/poor behavior. 1990's learning objectives were developed & diversity was included, first discussions about what is diversity. What skills do our students have to think about issues of diversity (race, gender, class...)?
- Clearly, we value certain perspectives over...
Notes 11/19/16

- Depression inneed of report

- We scored 0 in English - But what does that mean? - Similarly to Computer
  - But what about San Diego?

- I., I. - What happens in classes about thinking structurally... Some at the Table spoke to it
  - Racial Inequality - Some argue back on structural inequality

- Do students get exposed to Social & Racial Inequalities in say... a math class?
  - Exposure yes but how do they internalize it?

- Inequality Inequalities in Post Colonialism
  - Ex.: Abenomomo in S. Africa & Blacks in S. Africa
  - Did it actually get better? - Discussed in our History classes.

- It's like hearing the Gospel - Exposure but it is up to students to internalize

- Athletic world is a good place for equalizing the diversity issues at so many talent founds diversity

- Resistance when students speak of White Privilege - Racial Diversity
1. Observed different categories and samples of students.
2. There is a weakness in seeing structures & systems, the individual is favored & better understood than the larger groups & structures.
3. Have more programs like the Liberal Arts Ambassadors (Pushing students off-campus).
4. Structure over choice in terms of resultant conditions.
   a) Learn the vocabulary in the classroom.
   b) Then interaction.
5. 
Re (1)

- Our students are already very empathetic. Do we get any credit for this? (No.) Do we need to develop this further -- or should we not spend our time on other things.

- Doesn't the systems approach actually contain some ideologically non-neutral assumptions? What if I too as a faculty person don't make those assumptions? (Maybe we need to make room for alternative understandings? Not everyone believes in "systems," e.g.)

In General
(see para 2)

They current approach seems to understand "Diversity & Global Awareness" in terms of exposure to, and awareness of (and appreciation of) many cultures, but it doesn't acknowledge the need to see the connectedness of things, the fact that the sneaker I buy here in the US may support an unjust system of sweatshop labor in Thailand.

Re (4)

Questions about that word and place with FLQ. Don't we want to revise it to include
Table Conversation: Diversity
- Where do ILO resides? It's hard to own when the ILOs are shared so broadly?
- RVM - Everyone's concern, but not every one doesn't have to address.
- What courses are the ILOs embedded? Specifically address.
- We need multiple, ongoing touches w/ILO.
- If we're disturbed by findings, what do we do?
- Could it be embedded in Thinking Global, Understanding Society?
- Could we somehow require seniors to take assessment?
- Healthy pain/unhealthy pain
- Structural Change - increased % of So G20 color
- Conflicting w/the structure in place
- Challenging Discussion are healthy?
- What structures were the So Thinking also/
- Even felt report was better we off too easy.
- Need to do a better job.
- It's hard to measure ILO?
- Dev. - Could ILO go beyond assessment & move into training?

MS - Art Dept. defined it & discussed how to take ownership
- institute reading book to draw visual prompts
- prompts for projects
- Could be a part of this discussion in department.

- Could we develop a relationship w/historically black colleges?
- Could faculty come to Western & teach?
- RVM - Could it be a mutual exchange?
- Could you make a point of attending conf. (or of color)
- Minorites/Student
- Encourage our Ss of color to attend?

- Could we target young scholars of color to commit to coming & Westmont for 3 year teachers?

- Foster relationship w/ younger graduate students of color

- Concern for diverse groups: color, disability, gender, poverty, social status
Discussion of Diversity ILO

- Questions of faculty diversity are difficult to address. Science departments receive few applications, and most of them are not applications from faculty of color. Can we be more proactive in attracting faculty of color? Can we improve our retention of faculty of color? Do we need to reflect on why faculty and student of color left the college?
  - The culture may be isolating for outsiders, faculty/students of color and white students from culturally homogeneous conservative communities. What should we do to support them better? What should we do to help white students from culturally homogeneous conservative communities develop awareness and grow? What resources do we need?
  - Money is yet another reason for minority students leaving. Scholarships?
  - Systemic preparation gap among minority students is an issue. Do we need summer remedial courses for incoming students in math and writing?

- Acts 6 program is a good place to start

- Minority students, or first generation students, need a primer that goes beyond orientation. Summer intensive program to get lower SAT scoring students up to speed may be useful

- Orientation is too short (2 days) and intense. Can be it be extended?

- Often times minority students are first generation students. A check in that goes several weeks into the semester may be helpful.

- Suggestion: a faculty member hosting a meal in DC for first-year and/or minority students once a month and answering their questions.

Individual comments of faculty who missed the meeting

I think that both formation and disciplinary knowledge on the topics of race, class and gender are both a necessary part of any "diversity" ILO, and also radically under-represented in our GE curriculum and elective offerings. So that is where I would both like to push for reform, and it is also where I would end up requesting and developing resources relative to my work in the RS dept.

With respect to campus culture, I think more coordinated efforts are required to build an actual coalition and constituency of non-white faculty and students, perhaps by way of book clubs, new student groups, etc.

As I have also remarked before, I believe that the ILO itself calls for significant revision if it is to set the agenda for our efforts in this area. As it stands, both in conflating the unique challenges of global and local contexts, and in failing to define its outcome in terms of justice or equality, it
is inadequate to effectively address the concerns raised by the accreditation team during their last visit to Westmont.

The above issues are the primary ones that I see raised in the report, both by what it addresses and what it omits.

Question 1...

Students need to be taught about the realities of structures more generally, which feeds into this particular issue of racial diversity. We live in a very individual-focused society, and American evangelicalism is especially focused on the individual. So we have uphill work to do in this area. I think it’s worth attending to the ways in which we can bring a more communal-focused pedagogy & theology into our midst. That’s a tall order, but seems worth thinking creatively about.

I’ve wondered about bringing a diversity course requirement in (or back in?) to the GE curriculum. Not sure what this would look like, but it could be very valuable. The idea would be that all students need to understand not only cultural plurality, but also structural issues (including/especially racism).

It also seems to me that the sociology department is uniquely equipped to speak into this, because the content in so many classes is intended to help students bridge the personal/individual to something bigger than our selves (i.e., the sociological imagination=understanding how our “personal troubles” intersect with “public issues”--C.Wright Mills)...and it could be helpful to build bridges with other departments.

Resources...I’d love to see a group of faculty gathered together who teach and/or research in these areas. Not just getting faculty of color together, though of course that could be great, but also devoting explicit institutional attention to these issues by allowing us the institutional space to connect with one another.

    I also think there need to be resources devoted to getting faculty outside their own (mostly white) worlds. Things like the immersion experience at the border were so great and crucial. We need more incentives to do that kind of program, encounter people who have different experiences, and invite our students to do the same.
**Question 2...**

I wonder about this interpretation. On the one hand, I can see that this could be the case, but it also appears to me from the report as though the data from the previous student report is only 5 years old (not from 1995, though this is an interesting and helpful reference point re the proportion of white students). How much change in diversity of the student body has happened in the past 5 years? I’d be wary about interpreting this as a sign of improvement, and I think it’s worth doing more here to understand where and how and why this overall decline in every single measure has occurred.

In terms of moving forward, here are a few practical suggestions:

* Commitment to diversifying the faculty
* More chapels that explicitly address diversity issues, and especially those that will not rely on an individualist sensibility
* Additional “Westmont Forums” on these topics