

SEAVER FACULTY ASSOCIATION MEETING

Date: 29 November 2017 **Meeting Type:** SFA Meeting
Time: 8:30 am **Called By:** Tom Vandergon, SFA President
Location: Fireside Room **Minutes By:** Joi Carr, Secretary-Treasurer

Call to Order: 8:35am

Quorum not met

Agenda Items

1. **Title:** **Devotional**
Presenter: Chaplain Sara Barton
Summary: Sara focused her devotion on paths of discipleship and life long learning and shared an example of “breath” prayers.

2. **Title:** **Seaver Faculty News and Prayers**
Presenter: Tom Vandergon
Summary: Tom asked the faculty at large to share news about colleagues in the community. The faculty shared news about the following: Helen Young (health concerns), Joshua Bowman (new born), Nicholas Cumming (new born), Charles Choi (expecting first child), and a colleague offered a congratulatory gesture to the Fine Arts Division and Cathy Thomas-Grant on the Fall musical, *Big Fish*.

3. **Title:** **Approval of Minutes**
Presenter: Tom Vandergon
Summary: Quorum was not met. Tom announced that he will send the minutes for approval via electronic vote.

4. **Title:** **Updates: SFA Executive Committee Work in Progress**
Presenter: Tom Vandergon
Summary: Tom provided updates on the following matters:

Parking—Tom states that this matter is on the Executive Committee’s radar. He reports that some parking spots in the theme tower lot has been returned for general parking. He states that he is currently focused on getting approval for all faculty to be granted access to park in any lot on campus.

Shared Governance—Tom states that this work is complex and a slow process at Seaver and the other schools. This work is being engaged at the University Faculty Committee level and at the Seaver Faculty level.

Proposal for Reorganization of Divisional Structure at Seaver—Tom briefly states that he wants to make the SFA aware that there is a proposal that was submitted for a request to consider divisional reorganization (at departmental levels)—more information on this conversation is forthcoming.

International Programs and International Student Support—Tom states that the IP

Office is open to working with departments on campus toward addressing needs for IP students on satellite campuses. The SFA is focusing its work with the IP Office and Dean Charles Hall on curriculum support and input. Tom concludes by requesting feedback through the Google form link he provided online. He states that this form is available for questions, comments, or any matters you deem important for the Executive Committee to become aware of.

- 5. Title:** **Background Report: Diversity at Pepperdine and Cultural Competency**
- Presenter:** Tom Vandergon, Bert Ballard, Tomás Martínez, Kelle Marshall, Joi Carr, Roslyn Satchel, and Karen Martin
- Summary:** Tom states that this portion of the meeting will be focused on gaining an understanding of the diversity work at Seaver College along with its relationship to the Seaver Committee Task Force appointed by Dean Michael Feltner. This committee was constituted in response to the undergraduate student activism in Fall 2015 (requested that Seaver offer a course in cultural competency--among their other requests). Dean Feltner charged the committee with the task of exploring the viability of adopting a GE course on cultural competency for the Seaver College undergraduate curriculum. Tom states that he requested this presentation to provide context for the “next steps” conversation regarding this curriculum matter:

Guiding questions we will address

- Is the curriculum an appropriate place for learning about and addressing issues of diversity, inclusion, and cultural competence at Seaver College?
- If so, how do we go forward?

Bert introduced the presentation by reiterating the above and adding that the SFA must decide if we will move forward and the discussion must include thinking at the divisional level.

Brief History of Diversity Conversations/Initiatives at Pepperdine - Tomás Martínez

Tomás states we cannot avoid this work. Students are concerned and faculty need to make the decision toward helping develop a pathway to continue this work at the institutional level. He shared a personal story to illustrate how faculty are key in this work (as an undergraduate himself with a faculty member, Dr. White). He explained that his experiential relationship with Dr. White helped him uncover his own biases which helped him matriculate successfully. He learned early that everyone needs to take inventory—not make assumptions about one’s diversity and inclusion knowledge—and take responsibility for the work, especially as we serve our students. This work is mission centric.

Tomás provided an overview of the James Irvine Foundation Diversity Initiative Grant at Seaver College. His work with the grant included strategies toward the initiative for faculty hiring, curriculum development, and the Western Civilization curriculum focus. He briefly discussed the late 1990s: the short stint of the Faculty of Color Ad Hoc Committee (a working meeting group); the Seaver Diversity Council, created during the transition at the end of the James Irvine Diversity

Initiative five-year grant cycle; and the inception of the University Diversity Council modeled after the Seaver Diversity Council. He states that several Seaver faculty and staff served on both Council's to help develop the UDC Charter. Tomás briefly traversed 2016-2017 which included comments on the Office of Institutional Effectiveness's Student Diversity Survey findings, Seaver students and their desire for cultural diversity awareness, the SEED training program at Seaver, and the GE Diversity Task Force.

OIE Assessment Research and Data - Kelle Marshall

Kelle shared her work with the Office of Institutional Effectiveness and Associate Provost, Lisa Bortman. This work centered on a structural diversity project framed out of Sylvia Hertado's work on diversity assessment and leaning environments (psychological). Kelle provided a brief overview of four cycles of assessment on the project—to assess how students understand diversity at Seaver: Diversity at Pepperdine University - Part I: Structural Diversity (November 2013); Part II: Psychological Diversity (September 2014), Part III: Students' Understanding of Diversity (October 2016), and CDIUR focus groups (Summer 2017) with project leads, Drs. Bert Ballard, Lisa Bortman, and Kelle Marshall [see the report Dr. Marshall made available for the SFA for more details on the results, categories coded, and for all the base line scores].

Kelle reports that each group that was assessed seemed to have similar base line numbers so the data collected seems to have some viability with the results (despite the small samples). The project reveals that students seem satisfied with the diversity of the student body; they report that one can self select into courses, co-curricular activities, and friend group conversations; African American-report more microaggressions. Kelle states that they will be doing more work with the data set and can make this information available at a later time.

Students, Campus Climate, and Fall 2015 Activism - Joi Carr

Joi provided an overview of diversity and inclusion activities related to the the Seaver Diversity Council (Fall 2012-Fall 2015), University Diversity Council (Fall 2012-Fall 2014), student lead initiatives (Fall 2014-Fall 2015), and the high impact practice and diversity initiative, the Multicultural Theatre Project (2000-present). She states that this information was provided to help contextualize the current work of the Seaver Dean's Task Force on the viability of a cultural competency course at Seaver. Joi briefly traversed a timeline of activity, discussions, and initiatives that preceded the question before the SFA related to a GE course initiative under review:

a) 2013 Faculty Session at the University Faculty/Leadership Conference

Provost Tippens requested for the University Diversity Council convene panel discussion at the University Faculty/Leadership Conference, October 2013. Joi states that during this time period she was serving as Chair of the UDC and SDC. She states that the Seaver Diversity Council was already in the process of developing a program for Seaver College and opted to share this program idea with the UDC for the university wide conference. The session was developed and explored the teaching and learning process in the new millennia: 21st Century Student and 21st Century Teacher. The session featured Dr. Yolanda T. Moses, Dr. Darnell Coles, Dr. Robert de Mayo, Dr. Candice Ortals, and Dr. Joi Carr as moderator. The session also featured a twenty-

two-minute short film featuring thirty Pepperdine undergraduate and graduate students reflecting on what they consider most salient for students in the 21st Century. The panel focused on framing questions that explored the changing landscape of academia for students and teachers. Joi closed this section of her presentation by screening a five-minute excerpt from the short documentary she developed for the initial panel discussion in 2013.

b) 2014 SGA Diversity Education Programming Proposal

Joi states that the Student Government Association (SGA) approached the Seaver Diversity Council (SDC) with a request to share a resolution the SGA passed and wanted to pursue further, a desire to have faculty trained in cultural competency: Cultural Diversity Education Programming (CDEP) for the general Seaver College faculty: “The SGA cited that they hoped to find ways to better connect the increasingly diverse student body with the high level of academic excellence found within the Seaver College teaching faculty” (excerpt from SGA document). The SGA developed the proposal by researching peer and aspirational schools and submitted the draft in Spring 2015. The SDC included this recommendation in their annual report to the Seaver Dean and the University Diversity Council for review and consideration.

c) 2014-2015 University Diversity Council Subcommittee: Advisory Report and Recommendations

Joi states that in November 2014, Provost Marrs tasked the University Diversity Council with providing a substantive plan toward defining, framing, developing goals and an action plan, and assessment process toward institutional change. The research and reflective conclusions in Advisory Report was integrated into the WSCUC Interim Report. Joi states that the document has not been circulated widely. The approach to the Process included a review of internal documents, reflection on Pepperdine University’s Mission, the strategic plan (Pepperdine 2020: Boundless Horizons), benchmarking institutional diversity statements, research on frameworks for institutional diversity and capacity building, identifying possible structures and strategies for capacity building, developing an assessment plan, and reviewing existing diversity plans/documents from Deans Feltner, Smith, Tacha, Wilburn, and Williams. The report included the following recommendations:

That—

- Pepperdine University adopt an updated Diversity Statement (the report included one written by the subcommittee). The committee benchmarked twenty-two university and colleges
- Pepperdine University adopt a framework for institutional diversity and encourage strong consideration of the Smith model diversity, equity, and inclusion (Daryl Smith, *Diversity’s Promise for Higher Education*. Baltimore: John Hopkins University Press, 2009).
- Pepperdine University engage diversity broadly and deeply by monitoring progress in the following areas, as based on the Smith model: Climate and Intergroup Relations; Access and Success; Institutional Viability and Vitality; Education and Scholarship.
- The list of identified strategies or similar strategies and structures recommended under each sphere be considered for implementation. This section was comprehensive and included a range of strategies for each sphere across the university.

This report included a Summary of Review related to the scope of diversity work from each school submitted by Deans Feltner, Smith, Tacha, Wilburn, and Williams. The request included each school’s: strategic plan, operating definition of diversity, diversity goals, strategies/action plan toward goals, and an assessment plan related to goals.

The report included next steps to invite feedback from key stakeholders across the University toward drafting a viable version of the proposal for adoption and establishing corresponding timetables.

d) 2015 Student Forums and Outcomes

Joi provided an overview of the activity. In Fall 2015, Seaver students held a silent protest in the Waves Café in an effort to get traction on aspects of issues they identified related to campus climate, intergroup relations, and mission centric goals/initiatives they felt could effect positive institutional transformation. The student concerns included: an incident on community based social media software where an anonymous post evidenced racist speech, the perceived inflammatory Columbus statue and wooden carving as icons in community space on campus, the perceived need for students to develop critical skill in cultural competency (perhaps through a GE course at Seaver), and an expressed desire to see faculty have an opportunity to be trained in this same area. Drs. Joi Carr and Tabatha Jones Jolivet as representations of the Seaver Diversity Council, led three Student Forums where students had an opportunity to express personal experiences and concerns about the campus climate at Seaver: Forum One, Tuesday December 1, 2015 (5:00–6:30pm, Fireside Room); Forum Two, Friday December 4, 2015 (12:00–1:30pm, Fireside Room); Forum Three, Wednesday December 9, 2015 (3:00–4:30pm, CCB 140). During this same time period, President Benton addressed the community in Smothers Theatre (which included a charge to the community) and as a result several ad hoc committees were formed for particular tasks: 1) Ad Hoc Task Force on Diversity, Office of the President, 2) Ad Hoc Committee on Diversity and Inclusion, Office of the Vice President of Student Life, Dean of Student Affairs, and 3) Seaver Dean’s Task Force (GE Diversity Course).

e) Co-Curricular Efforts at Pepperdine

Joi briefly discussed the initiatives of the James Irvine Foundation and the backstory for the inception of the Multicultural Theatre Project (MTP) at Seaver College. In Fall 1999, Seaver faculty and staff that included Erika Olbricht, Tabatha Jones Jolivet, Cathy Thomas-Grant, David Holmes, and others, conceived of an idea to create an inclusive theatrical program. Joi states she was asked by the group to began the work with a staged reading in Spring 2000 (Joi name the theatrical project and selected August Wilson’s *The Piano Lesson*) and in Fall 2000, Cathy Tomas-Grant staged a poetry recital. Since Seaver was in the midst of reapplying for a second cycle for the Irvine Diversity grant, Joi and Tabatha Jones Jolivet submitted MTP as a proposed strategy amongst six other programs. Under the grant, through its Spring 2005 funding cycle, Joi Carr, as MTP’s Creative Director, began leading the work as a high impact educational practice. MTP became one of the strategies that focused on three of the six goals at Seaver: intercultural communication, student retention, and campus climate. Her work is now in its eighteenth year at Seaver and she describes it as a transdisciplinary, arts-based, critical pedagogy focused on creating a theatrical experience that provides an environment where students can explore the multidimensionality of diversity: intellectually, emotionally, and spiritually (seaver.pepperdine.edu/mtp).

Cultural Competence - Roslyn Satchel

Roslyn provided a working definition of cultural competency and discussed the import of such work beyond diversity and sensitivity training. She emphasized the value of developing institutional capacity through striving toward creating a learning culture in this area. She states that cultural

competence is a field of study framed out of the social sciences and the humanities. The field is steeped in academic literature and derives from ethical principles related to ethical decision making which informs: knowledge, skills, attitude, and awareness. This field of study is important toward developing intercultural competency for students and toward institutional transformation:

- Defining for our students a set of values and principles that demonstrate behaviors, attitudes, policies, and structures to help them to work effectively cross-culturally.
- Developing within our students and curricula the capacity to— value diversity, conduct self-assessment, manage the dynamics of difference, acquire and institutionalize cultural knowledge, and adapt to diversity and the cultural contexts of communities they serve.

SEED - John Peterson

John states that the SEED (Seeking Educational Equity and Diversity) has been an effective tool for Seaver college toward building capacity in this area. He asked for all SEED participants to please stand to emphasize the growing number of those engaged in the community. He affirmed this positive faculty and staff effort at Seaver and argued that students too should have the opportunity for an in depth study/experience as well. He then described the SEED program and the trajectory of the work at Seaver over the last two years. He states that the SEED program is grounded in personal story that then connects this reflective work to systems of inequity. The program emphasizes developing listening skills as a first order priority in this personal work and utilizes heuristic techniques that engages personal story, experiential activities, systemic thinking, and inclusive pedagogy. The SEED program is described as a “peer-led professional development program that creates conversational communities to drive personal, organizational, and societal change toward greater equity and diversity.” John’s summary included a brief overview of the number of participants at Pepperdine:

- In the first year the faculty and staff cohort at Seaver had thirty participants which included three facilitators, for Student Affairs, about fifteen participants which included two facilitators.
- In the second year the faculty and staff cohort at Seaver and Student Affairs has sixty and ten facilitators and new SEED cohort in the Athletic department.

Faculty Surveys on Courses on Diversity/Cultural Competence - Karen Martin

Karen provided an overview of a Spring 2016 faculty survey that sought to compile all the courses that “contribute to diversity and inclusiveness” educational content at Seaver. She reports that 59 faculty participated in the survey and cataloged 90 courses that are offered at Seaver College. The content areas covered in the courses include:

Cross-cultural Communication (32)	LGBTQ issues (21)
Cultural Competency (33)	Multicultural Society (54)
Diversity of Religions (43)	Privilege and Oppression (41)
Ethnic Diversity (52)	Race Relations (43)
Experience of or as the “Other” (38)	Other (16)

Dean's Task Force and Peer Institutions Comparisons - Bert Ballard

Bert presented an overview of the Dean's Task Force (on GE Diversity Course). The committee, chaired by Dean April Marshall, convened over 2016-2017 academic terms and is comprised of faculty and students: Seaver faculty are Bert Ballard, David Holmes, Karen Martin, Tomás Martinez, Cathy Thomas-Grant and Seaver students are Rebecca Abraham, Marisol Gutierrez-Martin, Isabella Ordaz, and Omari Allen, Rahje Branch, Anthony Sanford (who are now alumni). Bert states that the Task Force made two recommendations (the document will be available at a later date after revision). The presentation focused on the approach to their work and the range of literature the committee reviewed. The committee reviewed a 1997 Association of American Colleges and Universities document that highlights 92 institutions. Bert notes that half the institutions offered a diversity requirement in their curriculum. The committee also benchmarked nine institutions across the country: Wheaton College, Santa Clara University, St. Olaf College, University of San Diego, Macalester College, Southwestern University, Calvin College, Baylor University, and Loyola Marymount University.

Effectiveness of Diversity/Cultural Competence Course

The literature highlights Bert discussed included the range of benefits this disciplinary content adds to student learning both cognitively and affective, citing the most salient studies in the field: Bowman (2009; 2010) longitudinal study and meta-analyses; Laird (2005) study of effectiveness of diversity course content; Case (2007) study of diversity course that satisfies the general education; and Umbach and Kuh (2006). The overarching point of the literature highlights that courses that explore diversity has a "significant short- and long-term impacts on student attitudes, awareness, cognitive growth, critical thinking and more in regards to diversity, inclusion, and especially race."

Bert concludes with emphasizing that the literature review provides evidence that diversity courses help create learning communities ("environments") and provides an out-facing communal acknowledgement of institutional buy in and signals a structural commitment.

Conclusion and Guiding Questions - Tom Vandergon and Bert Ballard

Tom and Bert dismissed the SFA general meeting into table cohorts to converse about the material. Tom states that we need to address the work of the Task Force in a formal way and expressed a desire for the SFA to explore the best way to do so:

[See SFA Presentation on Diversity and the Curriculum online for a detailed version of the presentation]

- 6. Title:** SFA Table Discussions and Feedback
Presenter: Tom Vandergon and Bert Ballard
Summary: Tom states that the table discuss should record any significant comments on the Google form through the online link he provided.

Guiding questions we will address

- Is the curriculum an appropriate place for learning about and addressing issues of diversity, inclusion, and cultural competence at Seaver College?

- If so, how do we go forward?

Floor Discussion and Feedback:

At the close of the formal table discussion time, Tom opened the floor up for concluding thoughts and comments.

Comments—

One faculty member expressed perplexion regarding the question itself. This person deemed the question irrelevant in 21st century teaching and learning—arguing that this course content should not be debatable. It must be included in the curriculum.

Several other faculty members echoed this conclusion and expressed support for moving toward integrating a course (or at least content) such as this into the curriculum that students are required to explore. The primary focus of the closing conversation acknowledged that this integration may require some creative thinking, but this fact should not be perceived as a hindrance toward continuing this discussion and creating actionable movement toward developing a viable curricular plan.

- 7. Title:** **Call for New Business**
Presenter: Tom Vandergon
Summary: Tom made a call for new business (no new items were requested).

Adjournment: 10:00am

New Action Item	Responsible
1. Follow up on Table Discussion Feedback: Review and respond appropriated to responses and requests.	Tom Vandergon