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**RAISING INSTITUTIONAL AWARENESS AND
PEDAGOGICAL SENSITIVITY: AN ANALYSIS
OF PEPPERDINE'S SEAVER COLLEGE FACULTY
PARTICIPATION IN SEED**

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Raising Institutional Awareness and Pedagogical Sensitivity: An Analysis of Pepperdine's

Seaver College Faculty Participation in SEED

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Abstract

Seeking Educational Equity and Diversity (SEED) is a national, peer-led professional development program that promotes change through self-reflection and interpersonal dialogue, with the goals of widening and deepening school and college curricula and making communities more inclusive. Seaver College, the undergraduate college at Pepperdine University, is currently in the fourth year of its own version of SEED conversations, which have involved almost fifty percent of the college's full-time faculty. In order to assess the outcomes of SEED at Seaver College, the authors conducted a survey of faculty who completed the program. This conference paper will present an overview of SEED at Pepperdine and preliminary results of the SEED program assessment.

Keywords: SEED training, Faculty diversity training, Seaver College

Introduction

Pepperdine's Seaver College has transformed significantly in the past ten years to reflect a more diverse student body. In fact, students in the 2019 incoming class at Seaver College are 60% female and 40% male. Ethnically, they are 49% white, 14% Hispanic/Latinx, 11% Asian, 13% International, 4% African-American, 9% multi-ethnic or unknown. The school also boasts an international presence with the top five countries of citizenship among this year's international students from China, Indonesia, Saudi Arabia, Canada, and Brazil. ("Pepperdine University Factbook" 2019)

Consistent with other university populations across the United States, Seaver College has grown to include a more ethnically and culturally diverse student body. Demographic studies of postsecondary education reveal increased enrollment rates for students of color, particularly Hispanic students, and women continue to make up 56% of the undergraduate population (National Center for Education Statistics, 2019). As a result, the changing student body has begun to demand more accommodations from university administrators. Most recently, in 2015, in the context of protests across U.S. college campuses and following harmful racist comments posted anonymously on Yik Yak, students at Seaver College organized a series of on-campus protest and submitted a list of five mandates to university administration, asking that the administration implement at least one (Harwell 2015). One of the items was "mandating all students, faculty and staff complete cultural sensitivity and diversity training." In response, the existing Seaver College Diversity Council explored existing options that would provide a framework or curriculum for a cultural sensitivity / diversity program (Harrison and Killpatrick 2019). The council's desire was not for a two-hour, one-and-done training but something that would be longer term and transformational. In the course of the council's research, the National

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SEED (Seeking Educational Equity and Diversity) Project was recommended by the university's associate dean for intercultural affairs and the director of assessment. After review, the college chose to implement a program informed by the National SEED Project. Thus, with an interest in how Seaver's implementation of the SEED program has impacted Seaver faculty members, the current study surveyed the participants who completed the program for their feedback on their involvement in the program and its impact on course design and curriculum.

The SEED Project and Seaver College Faculty

To give some background on the program, the National SEED Project developed out of seminars held at Wellesley College in the 1970s and 80s. In 1987, the National SEED project began to offer week-long trainings for educators. It has trained as facilitators over 2,700 K-12 teachers, facilitators and representatives from about 100 colleges and universities. The SEED methodology involves structured, group conversations with equitable participation of all voices, examination of how individual stories related to social systems, and learning from participants' lives as well as texts. While participants respond to short readings or videos, the program is more experiential than theoretical, and offers limited content in the sense of lengthy readings or lectures. The program's goal is to turn oppression and privilege into agency and action.

In the summer of 2016, Seaver College sent three faculty members and two staff members to the National SEED Project's week-long facilitator training. Later in the summer, they worked together to create a version of SEED for the Seaver College context. This adaptation involved choices about which SEED topics and exercises made the most sense in the Seaver College context and integration of the university's Christian mission with the National SEED material by creating additional facilitator material and discussion questions and by incorporating devotionals and a guest speaker (during the retreat). In the summers of 2017 and 2018, the

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university sent ten additional faculty and staff to the SEED training. A total of fifteen people have been trained by SEED, and Seaver College trained three more people internally in the summer of 2019. Thirteen of these eighteen individuals have facilitated SEED for one or more years at Seaver College. (The other five individuals facilitated elsewhere in the university or chose not to facilitate.)

As the SEED program began, the college administration and the Seaver College Faculty Association revised the weekly faculty meeting schedule so that faculty could participate without conflicts and recruited participants through correspondence and word of mouth. The program has run for three years and is half-way through its fourth year. Participants have included Seaver College faculty from all eight divisions, including Business Administrative, Communication, Fine Arts, Humanities and Teacher Education, International Studies and Languages, Natural Science, Religion and Philosophy, and Social Science. The program has also involved staff from the Office of Student Accessibility, Admissions, the Career Center, International Student Services, the Student Success Center, Student Affairs, Human Resources, and the Center for Faith and Learning.

Table 1: Participants who Completed or are Currently Participating in the Seaver College SEED Program

	Facilitators	Faculty	Staff
2016-2017	5	24	5
2017-2018	10	35	24
2018-2019	5	17	6
2019-2020*	6	21	14
<i>Totals</i>		98	49

* Program is at its midpoint

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As for the faculty at Seaver College, there are 228 full-time faculty members. They are 52% female and 48% male. Their ethnic representation includes 77% white, 12% Asian, 4% African-American, 4% Hispanic/Latinx, and 3% international, multi-ethnic, or unknown (“Pepperdine University Factbook” 2019). In comparison to the shift towards a more diverse student population, these same changes are not reflected in the faculty demographics. Regarding faculty participation in the SEED program, 43% of the 228 faculty members of Seaver College have participated (or are currently enrolled in) the program. Participants commit to two-hour monthly meetings from September to April, a half-day retreat, and a concluding dinner. Participation is neither required nor incentivized.

Literature Review

As mentioned above, the diversification of Seaver College’s faculty has not shifted at the same rates as the student body. This lack of progression also persists at many other universities across the United States as 76% of postsecondary faculty are white and 53% are male. (U.S. Department of Education, 2017) Additionally, for students who identify as LGBTQ+, classroom climates that promote a sense of acceptance and support are critical factors in college choice (Garvey and Rankin, 2015). Students with disabilities are directly asking faculty to find ways to create a more agile and informed pedagogical space (Morina, Cortes-Vega, and Molina, 2015). Because postsecondary faculty are being asked to educate an increasingly diverse student population, yet feel unprepared or timid about addressing issues around diversity and inclusion in the classroom (Sciame-Giesecke, Roden and Parkinson, 2009; Tatum, 1992), it is important to address these issues and provide the appropriate professional development. This training allows faculty members to feel confident in interacting with these topics in a university setting, as

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diversity courses in higher education have become common and are associated with many positive outcomes.

Related to the implementation of diversity courses, there has been a substantial body of research examining the effects of diversity courses for students (Hurtado, Mayhew, and Engberg, 2012; Waterman, 2013; Consoli and Marin, 2016) as well as substantial research exploring the effects of diversity training on the secondary level (Hicks, Smith, Winton and Wood 2008; O'Hara and Pritchard 2008). There is likewise no shortage of literature calling for the need for increased diversity training for postsecondary faculty (Pothoff, Dinsmore and Moore 2001; Hagan and McGlinn 2004; Lewis 2010) or examining the success of various methods of faculty diversity training (Booker, Merriweather and Campbell-Whatley, 2016; Ceo-DiFrancesco, Kochlefl and Walker, 2019).

However, to date, there is a lacuna in the literature related to the outcomes of the effects of multicultural and diversity training for faculty, specifically the SEED program, and how this training influences the climate of the overall campus. The literature exploring the impact of SEED training is largely personal reflection (Gordon, 2015; Mahabir, 2015) or on the secondary level (Deshmukh Towery, Oliveri & Gidney 2007; Hicks, Smith, Winton and Wood 2008; O'Hara and Pritchard 2008). Therefore, with an interest in effective postsecondary faculty diversity training and the impact of professional development on course design, this paper analyzes Pepperdine's Seaver College faculty participation in SEED.

Methodology and Framework

Considering the lack of scholarly resources that examine the outcomes of faculty diversity training, the researchers collected faculty responses using a five-point Likert-scale to score feedback, as well as open-ended questions. We sent an email to SEED alumni inviting them to participate in an anonymous online survey related to their experiences (Appendix). We distributed the ten-question survey to 76 full-time faculty members who completed one of the first three years of the SEED program (2016-2019), and received responses from 44 professors. The first five questions employed the Likert scale ranging from: Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. The participants were asked to use the scale to gauge their level of agreement with the following statements:

1. After participating in the SEED program, I feel more prepared to address issues of diversity in the classroom.
2. It is important for our college to have ongoing conversations about diversity, equity and inclusion.
3. It is important for faculty to learn about and grow in their understanding of diversity.
4. It is important for faculty to learn about and grow in their ability to teach diverse students.
5. The curricula of a college should include issues of diversity.

As in other studies that have evaluated university faculty responses to college-led diversity workshops (Ceo-DiFrancesco, Kochlefl and Walker, 2019), the Likert-scale as a means to collect responses provides a transparent and accessible medium to organize and analyze quantitative data in order to draw conclusions regarding the SEED program and faculty takeaway.

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In addition to the Lickert-scale questions, the second set of questions were open-ended. The researchers included open-ended questions to allow participants an opportunity to provide unrestrained responses. In analyzing the data, these questions will be relevant for determining trends amongst faculty members in regards to the impact of the program as well as the ways Seaver College can build on or improve the SEED program. The open-ended questions asked faculty to respond to:

6. How has your participation in the SEED program affected... Your understanding of diversity, equity and/or inclusion?
7. How has your participation in the SEED program affected... Your perspective on systems of power, privilege and oppression?
8. How has your participation in the SEED program affected... Your course content and/or teaching techniques?
9. How has your participation in the SEED program affected... Your interaction with students?
10. What other feedback would you like to share about the SEED program, diversity-related faculty development, diversity in the curriculum, or teaching diverse students at Seaver College?

To code the open-ended questions, researchers examined the frequency of themes found in participant responses. From these recurring themes, the researchers formed descriptive categories that we will use in the following section to analyze the responses (Tufford and Newman, 2010). Using a survey inclusive of Lickert-scale and open-ended questions allows us not only to attain measurable feedback, but to also assess reoccurring themes from the participants.

Ethical considerations

Pepperdine University's Institutional Review Board approved the current research project. Furthermore, all SEED alumni were informed of their right to accept or decline participation in the study. In this context, all participants who submitted responses understood that the researchers would use their feedback to examine the SEED program and its impact on faculty both personally and professionally and that their responses would become part of a research project to be presented at a conference and potentially published. Moreover, the research team reviewed the open-ended questions for accuracy and to ensure the analysis of the data was reflective of appropriate descriptive categories (Rubin and Rubin, 2016; Creswell, 2013).

Analysis

As mentioned in the methodology section, participants used a Lickert-scale to respond to the first five questions regarding their experiences and opinions about topics of diversity after completing the SEED program. As reflected below in Table 2, the researchers found that 77.28% of participants agreed or strongly agreed that they are more prepared to address issues of diversity in the classroom. 97.67% agreed or strongly agreed that they believe it is important for Seaver College to have ongoing conversations about diversity, equity and inclusion, and 97.73% agreed or strongly agreed that it is important for faculty to learn about and grow in their understanding of diversity. Finally, regarding the need to include topics of diversity in the Seaver College curricula, 95.45% of SEED alumni agreed or strongly agreed that these types of issues should be a part of student learning.

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Table 2: Analysis of SEED Alumni Survey Likert-Scale Questions

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. After participating in the SEED program, I feel more prepared to address issues of diversity in the classroom.	29.55%	47.73%	18.18%	4.55%	0%
2. It is important for our college to have ongoing conversations about diversity, equity, and inclusion.*	79.07%	18.60%	2.33%	0%	0%
3. It is important for faculty to learn about and grow in their understanding of diversity.	79.55%	18.18%	2.27%	0%	0%
4. It is important for faculty to learn about and grow in their ability to teach diverse students.	86.36%	11.36%	2.27%	0%	0%
5. The curricula of the college should include issues of diversity.	61.36%	34.09%	2.27%	2.27%	0%
*Only 43/44 participants answered					

Thus, after completing the two-semester long SEED program, faculty responses to the Likert-scale questions show that participants mutually agree they are more adequately prepared to face issues of diversity in the classroom, to engage in supporting discussions surrounding the topic of diversity in the university setting, as well as in curricular changes.

The SEED alumni faculty survey also included five open-ended questions asking for explanations of how participation in the SEED program affected participants personally and professionally. In the subsections below, we present the recurring themes Seaver College faculty

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mentioned in their responses regarding SEED and the Seaver College faculty, SEED and the Seaver College classroom, and SEED and Pepperdine as an institution.

SEED and the Seaver College faculty

Three themes emerged from the open-ended questions in relation to Seaver faculty participation in the SEED program. First, SEED alumni noted the collegiality and mutual appreciation amongst like-minded faculty who were a part of the program. To this point, one faculty member commented, “SEED has impacted how I speak about these issues with my colleagues and in more informal settings where students aren't involved. SEED has given us a common language to discuss power and oppression in a variety of settings, and it has given me the gift of knowing who my allies on campus are.” Another one mentioned about discussing difficult questions regarding diversity and inclusion that, “[i]t was nice to see that others care about this topic too. Sometimes it feels like you are alone, but there are others trying to make the institution a better place.”

The second theme Seaver faculty mentioned was an increased self-awareness and understanding of their own privilege. This is exemplified when one faculty member commented, “I am more aware of my own blind spots, and I have more respect for why issues that seem unimportant to me are critically important to others-- sometimes it's hard to see the impact of the privileges you have.” Regarding the recognition of privilege, one SEED alumni noted about interactions with students that, “I am more aware of my own privilege and have demonstrated more grace towards students with less privilege.” Gay (2010) affirms that personal growth produces an increase in knowledge and skills and changes attitudes.

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Lastly, SEED participants point out they are more aware of the hierarchies and systems of power that exist at the institutional level, as a result of their participation in SEED. For instance, one participant mentioned that, “I have learned how to see interactions with colleagues and students, both in meetings and in the classroom, through a lens of how different experiences of power and privilege may affect these interactions. It has made me much more intentional about how I construct and run meetings and the way in which I participate in meetings.” In addition to the hierarchies of the university as an institution, other SEED alumni pointed out how the program has helped them to have more compassion for colleagues of color, “I am more aware of who talks at meetings, and when I talk. I am more aware of active systems of white supremacy. I have a better understanding of what my colleagues of color face on a daily basis.”

Together, these themes illuminate some of the collective responses that Seaver faculty who have completed the SEED program put forth regarding their personal growth and self-understanding, as well as their experiences with other colleagues and students. The next section will point out salient themes related to the SEED program and its effect on faculty members in the classroom.

SEED and the Seaver College classroom

In addition to asking open-ended questions regarding faculty member’s reaction to their personal growth and the ways the SEED program influenced them personally and professionally, the researchers were interested in how the program affected the Seaver College classroom and curricula design. Some of the prominent themes related to curriculum changes were the use of more inclusive terminology to discuss issues of diversity and inclusion, the use of SEED training materials as pedagogical tools and more consideration for topics of diversity as they relate to interacting with students in the classroom.

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Seaver faculty remarked that the SEED program introduced them to a more inclusive vocabulary, which many of them use as a tool to better articulate classroom discussions that touch on topics of diversity and inclusion. For example, one faculty member commented that, “SEED has changed the way that I talk about these issues, the way that I teach - both my pedagogy and course content. SEED has reminded me that my attention to the details of emails, in-class interactions, etc., have enormous significance for my students, my colleagues, and myself.” Another colleague shared this opinion noting that, “I am more conscious of how I address my students, how I seek to include all of them, and how I choose my words.” Ultimately, it appears that faculty engagement with inclusive vocabulary to discuss questions of diversity in the classroom has aided SEED alumni in feeling more comfortable approaching these topics. As one faculty member pointed out about the program, “I am more equipped to lead conversations on tough topics.” To this point, Gurin et al. (2002) mention that greater awareness of linguistic choices amongst faculty members heightens their sensitivity to using more inclusive language in their lectures.

In addition to the use of more inclusive vocabulary in the classroom, another prevalent theme related to changes made by SEED alumni resulting from the program, was the use of various pedagogical tools modeled in the SEED workshops. Many faculty members mentioned using these materials in their classrooms. Related to class texts and readings, two faculty members noted how they refreshed their materials. One professor commented, “SEED compelled me to change my syllabus to include a global representation, to change my textbook from one that was deliberately Eurocentric to one that is global in its approach. SEED has prompted me to adopt serial testimony, pair-share, timed responses, and more equitable activities in my classroom.” Another one affirmed,

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I have included both content and tools in my courses. I use several of SEED tools to create a more democratic sharing of "airspace" as well as to increase personal engagement with course material. I have also added some readings from non-traditional, marginalized voices, which has 1) enhanced course discussion for ALL students and 2) has been particularly meaningful for multiple students of color who have specifically thanked me for including these readings in class.

In addition to a change in text materials, another participant remarked how they make it a point to incorporate voices and faces that are more diverse into their PowerPoints and lecture materials. They comment, "I made an effort to discuss diversity more often, have ensured that all lectures and photos on my PowerPoints include diverse images, and I am more aware of my own misconceptions around my expectations regarding the capabilities of my college students."

Outside of the SEED program's impact on Seaver College classroom texts, another prominent theme related to the classroom noted by faculty is a more compassionate consideration for their diverse student groups. For example, one faculty member stated that the program changed their interaction with students in, "[n]umerous ways - I think about who I call on, who I engage with and how I create opportunities for students to learn from one another. I also focus a lot more on creating a welcoming community." Another professor affirmed, "I consider the social location of students more. I consider how my assignments or in-class questions make assumptions about the backgrounds of students that may not be applicable." Thus, it appears from engaging with the salient themes relating to the SEED program and faculty application to the Seaver classroom that participants have updated their use of terminology in the classroom to reflect inclusive vocabulary. Furthermore, faculty members have also begun to consider diversity as an important factor when choosing course materials, as well as the types of images they show in the classroom.

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SEED and Pepperdine the Institution

Lastly, the open-ended questions pointed to overall concerns, suggestions and takeaways that SEED participants had after completing the SEED program. As pointed out in the previous sub-sections, Seaver College faculty members reported an overall satisfaction with the program as a means to aid them in establishing connections with other like-minded colleagues and an increased self-awareness and understanding of power dynamics at the college level. Outside of their personal engagement with the program, on the professional front, faculty members commented they feel more equipped to lead classrooms with a variety of students and are more prepared to have discussions dealing with topics of diversity and inclusion. They additionally noted that the SEED program has made them more aware of the types of resources, images and texts they include in their lectures and mention that they take strides to be mindful of these factors when preparing materials and interacting with students.

However, SEED participants also shared some reflective concerns related to the SEED program in light of its location at Pepperdine University, and furthermore, there was some apprehension about the buy-in of upper administration and their participation in the program if it is to have any success at the institutional level. For instance, one faculty member remarked about the upper administration, “[w]hile I am encouraged by the level of participation by faculty and staff, I wonder how SEED is viewed by upper administration and even trustees.” Along the same lines another SEED participant comments, “[b]ecause Pepperdine's systemic sexism pervades all levels of operations, I am hopeful that administrators (mostly white males) will enroll in this course, perhaps along with faculty... [h]owever, I just wanted to mention as well that the program should be extended to our colleagues in other Schools at Pepperdine...” Other faculty

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members expressed concern for their apprehension to express opinions that might differ from those of others, as well as the welfare of faculty members of color at Seaver College,

While I very much enjoy my colleagues, I wouldn't say my experience was particularly enriching. SEED felt more like an indoctrination camp than a place to *freely* explore these difficult topics, especially if one would have a different opinion than the majority. Ironically, it didn't feel like a safe place (to have a different thought or opinion) - it felt like everyone was supposed to arrive at the same thought/place.

Related to concern for faculty members of color, some participants mentioned their concern for a more supportive community. One participant noted, "I believe we have come a long way with SEED in helping our white faculty understanding systems of power and privilege. I am concerned that we still need to be doing more for our faculty of color to create a supportive community." Affirming this point, one faculty member of color expressed her challenges with participating in the program,

[m]y sense is that power is largely blind and that those who need to be in SEED training are not and that those who already recognize its importance are. I personally found SEED training to be challenging because, as a woman of color, I became even more self-conscious about my liminal status and started to second-guess my interactions with others. That said, I'm glad that Seaver is supporting this program because of what it says about institutional priorities. On a personal level, however, my own participation was more of an act of service to others than a benefit to myself.

In addition to the SEED program and its relation to faculty of color, other faculty members commented on the need to apply the practices taught in the SEED program to the university's hiring and student evaluation practices. For example, a SEED participant mentioned that,

We need to interrogate our practices around faculty hiring and evaluation. For example, study after study has shown the bias inherent in student evaluations, yet we still place a disproportionate weight on them. We do not follow a clear evaluation protocol for hiring. Aside from ensuring that there is a CofC [Churches of

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Christ] candidate and a "diverse" candidate, we don't seem to have any clear strategies in place to address systemic bias.

Hence, the comments above reflect faculty perceptions of SEED pedagogies, and how they are potentially limiting for the institution. Some faculty members point out the lack of participation from upper administration officials. Furthermore, others comment on the lack of integration of these pedagogies into Pepperdine's consideration of how biased student evaluations impact faculty members, the hiring process at the university, and its consideration of faculty of color.

Discussion and Conclusions

After analyzing the responses of Seaver College's faculty about their participation in the SEED program, the researchers have a more holistic understanding of the personal and professional benefits of the training. We also recognize some of the difficulties and challenges faced by the faculty as they reexamined their cultural narratives and personal beliefs, as well as their interaction with students and the classroom materials they present. As scholars Cranton (2016) and Donaday (2002) point out, the discomfort stemming from engagement with critical pedagogies can lead to transformative learning.

In relation to the goals of the SEED program at Seaver College, it was proposed as a solution to provide faculty with training to address issues of diversity and inclusion. In this context, Seaver College provided a space for faculty members to examine and interact with unique and individual stories related to the American social system. The SEED program, according to most faculty participants, has reached this goal by educating and clarifying for its participants how these institutional systems affect interactions amongst peers, colleagues and students in a university setting.

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In calling attention to the power structures at play in institutional contexts, the SEED program also afforded faculty members a space to participate with peers in face-to-face conversations regarding issues of social justice, thus building community. Hence, the SEED workshops, as commented by participants, gave an opportunity to create alliances and comradery amongst faculty members across various disciplines at Seaver College. This space of fellowship is not only a personal benefit but also a pedagogical advantage for the Seaver College classroom and the university at large. As Anderson (1994) affirms, a sense of community amongst faculty members during training programs is pertinent to their learning experience.

In light of the 2015 on-campus protests of Seaver College students, and their demands that students, faculty and staff complete cultural sensitivity and diversity training, Seaver's Diversity Council recognized the need for a program that could provide a collaborative and active learning environment. The SEED program has successfully supplied experiential learning to participants based on personal experiences as a means to examine critical pedagogies. Though SEED program participants engaged with traditional learning materials such as scholarly articles, YouTube clips and videos, the program also included active learning activities, discussions with different groups (small and large), as well as critical and reflective tasks. These unique and group building methodologies employed by the SEED program encourages faculty to self-reflect and address their own biases, while also providing tools and techniques that can translate into the classroom.

The positive feedback garnered from faculty in regards to their participation the SEED program points out the need to interconnect the university's diversity and inclusion goals for its employees with the institutional agenda related to hiring practices and student's evaluation of diverse and minority faculty members. Related to maintaining the connection between faculty

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members and their training, Anderson (2008) proposes that universities should consider workshops that strengthen and inspire faculty collaborations and fellowship across the university, as opposed to the traditional one-time workshops. To this point, Seaver College currently offers SEED 2.0 to faculty and staff members who have completed the SEED program, as a means to maintain the conversation on issues of diversity and inclusion on campus. SEED 2.0 directly addresses the recommendations of faculty members, who advocate for the continuation of addressing these critical issues on campus,

I still maintain that SEED is one of the most important, transformational, challenging, meaningful programs in which I have ever participated. I am so glad that Seaver College has adopted this program. While I do believe that the program would be beneficial for every faculty member, I also understand and appreciate the decision to make participation in the program voluntary. My hope is that the work of SEED will continue, as the name implies, by creating a campus-wide "root system" that will allow a more inclusive pedagogy to flourish in all classrooms, offices, and meeting spaces at Pepperdine...

Thus, we conclude that the SEED program at Seaver College, although not without some challenges, is a valuable and enriching program that encourages and allows space for the examination of cultural narratives and social systems in a collegial and interactive context.

Limitations and Future Research

Since Pepperdine's Seaver College faculty is primarily representative of a predominantly white faculty group, the findings of the present article may not be reflective of other universities with a different faculty demographic. In addition, the use of the Likert-scale and open-ended questions to form the SEED Alumni survey solicited self-reported answers. In this context, it could be advantageous to compare the current findings with an observational component. Asking tenured faculty members for their buy-in allowing researchers to observe their classes before and

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after completing the SEED program could add another analytical factor to consider as administrators prepare for future diversity training (Sciame-Giesecke, Roden & Parkison, 2009).

Furthermore, in the current study, we only consider the impact of the SEED program on Seaver faculty. Since the college has begun to offer the program to staff members, future research could examine the reception of the program amongst Seaver staff members and how they apply SEED pedagogies to their work contexts. Other colleges at Pepperdine have also started to implement the SEED program. Thus, it would additionally be worth exploring if faculty members in other colleges express similar or dissimilar reactions as Seaver College faculty to the training.

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Appendix

SEED Participant Recruitment Email

Dear SEED alumnus,

My name is Roshawnda Derrick, current co-leader of SEED 2.0. As you may know, Seaver College is currently in its fourth year of offering the SEED program, in which almost fifty percent of the college's full-time faculty has participated. I am conducting a research project investigating the results of the SEED program at Seaver College. If you are 19 years of age or older, and you have completed SEED training at Seaver, you may participate in this research.

With an interest in faculty involvement and the impact of professional development on course design, you will be asked to complete an anonymous online survey designed to assess your perception of the success of SEED on Seaver's campus. The goals of the SEED training program at Seaver aims to widen and deepen school and college curricula and make our community more inclusive.

This survey consists of 5 Likert scale questions with choices ranging from "Strongly Agree" to "Strongly Disagree" and 6 optional open-ended questions. Participation in this study will require approximately 15 minutes, depending on how thorough your answers to open-ended questions. Participation will take place at a location of your choosing.

This survey is being distributed to those who have participated in SEED with no expectation on the part of the institution that faculty will participate in the survey. Participation is entirely voluntary. Should a faculty member prefer not to respond to the survey, there are no repercussions for abstaining. You will not be asked to name any direct identifiers in the survey, and there will be no post-survey follow-up questions. We recognize that some conversations during the SEED training might have been difficult, and the very act of requesting a survey from you might cause some psychological or emotional distress. If this is the case, we would like to invite you to stop reading here and choose to not respond to the survey if that will ease your discomfort. Additionally, we would like to point you to our University Chaplain's office at 310-506-4275 and to our faculty HealthAdvocate at 866-799-2728 should you need further assistance.

The responses to this survey are anonymous, although absolute anonymity on the internet is difficult to guarantee. Survey Monkey has been configured with the 'Anonymous Responses' so that IP addresses are neither tracked nor stored in survey results. The responses to this survey will be used in a research project that may be presented at an academic conference and published in an academic journal. The data obtained through this survey will be kept on three password-protected computers in locked offices on Seaver's campus.

You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study.

For study-related questions, please contact the investigator(s):

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Roshawnda Derrick:

- Phone: (310) 506-7012
- Email: roshawnda.derrick@pepperdine.edu

Cari Myers:

- Phone: (310) 506-4917
- Email: cari.myers@pepperdine.edu

For questions concerning your rights or complaints about the research contact the Seaver IRB Chairperson, Susan Helm, PhD.

- (310)506-4325
- susan.helm@pepperdine.edu

You are voluntarily making a decision whether or not to participate in this research study. By completing and submitting your survey responses, you have given your consent to participate in this research. You should print a copy of this page for your records.