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Diversity and Inclusion Faculty Fellowship

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Hello and welcome back to Bucknell occupied here on 90.5 W CBU Lewisburg. I have an excellent interview plan for you all this evening. I've got to guess in the studio with me. Dr. Carmen had a show and Atia Stokes Brown, PhD associate Prof. in the political science department here at Bucknell as well as guest faculty artist in the dance department, welcome to you both been here so you're both here to talk about a relatively new position for both of you. That being your position is diversity and inclusion fellows through the Provost's office. I some wondering if you cannot just start off by talking to the audience about the scope of your position sure okay so I think the most straightforward answer to that question. Is it in light of Bucknell's commitment to making diverse inclusion. One of its institutional priorities. Creating these formal fellow positions was an important step. Another answer, though, to that question is more practical in nature, so practically speaking, given diversity goals, but given the diversity goals. Bucknell has set for itself, it simply was not tenable for one person on the inside of the administration to do much of the work and so here I am referring to, associate Provost Newell but also just let me be clear, it's important to have course add that way before these positions were created numerous faculty and others at the University were already doing diverse inclusion work in their departments or offices in their classrooms and with and through other campus organizations. So, just because these positions are new doesn't mean of course that other folks weren't doing diverse inclusion work already but I think that is still important to highlight that the creation of these positions, along with the attendant work that it entails at significant institutional weight and lends credibility to the University's diversity and inclusion efforts. I also think that perhaps more importantly, diversity work requires a team writer requires teamwork is not solely the work of one individual and so I think that it's important to also have faculty important. Of course Mrs. Steele's role because this is the only working job that I'm focusing on right now. I think Carmen really sums it up quite well that would add an addition to the current wonderful status is that you know I think that this is also seen as an opportunity to create pathway to also diversify the institution at the admission level and so I think this is very much an opportunity for individuals like myself and Harmon who are interested and very passionate about this work, but also maybe perhaps can see ourselves down the line in admission positions as is opportunity for us to be. That experience is not only can we work from the outside. Also learn how to promote change from the inside. As I think that was also institutional goals and provide a pathway to not only think about diversity and diversify our student body, faculty our staff, but frankly also registration and wanting to ask you both just a comment on. Actually the title of your fellowship itself right and as you are talking here. I realize that you and often times of these positions are called. I diversity positions right so what is the philosophy behind calling it a diversity and inclusion fellowship in the office itself is diversity and inclusion in perhaps it goes. It links very closely to the universities perspective about inclusion and diversity and how institutionally we do find that so the fact that it is a diversity and inclusion position takes more broadly to the overseas goal to foster diversity in a very warm welcome for a wide way also to be inclusive. Integrating multiple players to the table only think about these issues of

diversity, I think. Also there is a unique, is in the position in that we are fellows. As mentioned before, in part because we do have other titles we ever have other things that were doing campus as though this is not our soul is for me this is not my sole focus on campus so that also sends a signal that while I very much committed to this working very much committed to doing the work that is until the disposition that I've also committed in other ways to foster the goals of the most diversity through multiple avenues. How directly were the creation of your fellowship positions connected to the events here on campus last spring suit citing to the relation here is one where the campus climate of last year made it very clear that these positions and their institutional form right were necessary. That said, it's important to point out that the creation of these positions was not in reaction to war are direct result of last year's racist incidents over the radio. In fact, in her second year at Bucknell. I think it's fair to say that associate promotional casual your approach. Provost Meyer about the possibility of such positions right then in January 2014. I believe this is when the Mork through concrete envisioning formulation of these positions began. At this point, I think associate provost Newell had already begun to more formally write out these positions and essentially what they would look like there were conversations I think for about a year with respect to these two these positions and then in the spring of 2015. Plans went forward towards the creation of these positions formally speaking. One night a car is also irradiating my understanding of my perspective is that there is always been talk about the creation of these positions no doubt that the incidence of last spring actually fueled the desire to fill these positions relatively quickly. I was one of the reasons why we started working Jew grocer. We were both selected by a committee. Five person committee, who reviewed all the applications so was a selective process but yes the note. No doubt the events of last semester made it very clear that not only were these positions important and necessary but actually vital to start the work that needs to be done here on this campus new given that each of you has your teaching responsibilities you background I'm teaching you have commitments to different departments here on campus. What prompted you each to apply for an additional job right there right why you wanted to go into administrative work. In particular, this kind of ministry work was motivated for two distinct reasons. First, in part, by my own desire to make the University are very pleased to work for everyone. I've been hearing was eight years now and there's always ale competition for us to win some kind of regional award that says that the pills a great place work here and that's wonderful, but my goal was to make it a replacement for everyone and everyone who is choosing to be here is really chosen to contribute to this vibrant institution should be welcomed should be valued and afforded the opportunity to plant roots and grow intellectually, emotionally and spiritually, and I have to say I was so in the community who I've felt in some ways was not offer that opportunity. This is not always a great place work for me so I was very motivated by my own experiences to make sure that the culture on campus would change my thing also to scientists and scientists, we tend to study power and where power lies in horizons and institutions to this position as well as others is positions that have throughout the University is a

wonderful opportunity to learn about the institutional structure and workings of the University recognizing that change happens within and also without and being in this kind of initiative positions really gives one an opportunity to strive for. Change in marine I personally see myself in the future. Heading down this path down in ministry path as it seems like a wonderful opportunity to gain experience that would help me be a viable candidate in the future. Should other ministers, other admission positions open up absolutely. And I think just to echo echo TS point. I think that you know first and foremost, of course, we all want to work in a place that is safe, that is responsive right to two different dimensions of diversity, no doubt, but I think that for me. Fundamentally I really do believe in the project you know of diversity and inclusion and I say project because in essence that is what it has become in higher education right this project revolves around explicitly and institutionally reckoning with decades of invisibility and privileges to your noted and structural marginalization in higher education of entire categories of people or populations based on some variable of difference that in fact doesn't naturally square right and I say squaring quotation marks here with the dominant identity right. So of course were talking about members of LGBT communities. Members of our society who come from poor and working-class background differently abled individuals. Individuals who come from racially and ethnically, my Nora ties groups and members of non-Christian religious institutions and traditions right so I took up descriptive responsibility because I fundamentally believe that all students, faculty and staff and not just those can lay claim to being white or able-bodied or heterosexual, and Christian. You know have a right to file home earlier noted at home here, of course, should be understood in very broad terms as a member of an institution of higher education. I don't just see it as my ethical responsibility. But in fact I see it is my moral obligation to chip away at the system of ideas and not just a sip of the system of ideas, but a system of practices that privileges those who have had the quote unquote good fortune of having been born white able-bodied heterosexual and Christian so innocently to point out the obvious here the principle of equality rest on the premise that all not just some have the right to various resources, whether those resources are tangible or intangible, that will allow each and every single individual the opportunity to become productive and contribute in members of here her or his society. So I'm wondering if I can ask each of you a follow-up question based on based on what what I just heard you saying in and of course you know the feel free to take this in whatever direction this is is comfortable for you to even see when you're talking you you you talked about how you don't you have a vision of what you would like higher education I workplace to be like it and it hasn't been that way for you and wondering if you would not be willing to talk a little bit about the ways in which you experience that lack of thinking or I will talk more broadly and think there really may not be as much value in giving specifics, but any I will say there have been incidences on campus where I have introduced myself as a as a relatively new faculty member or as a faculty member who frankly may not look like an equity member is relatively young and have been received in such a way where I was questioned whether I truly was who I was saying I was and and that's the meaning that to be a space where you have work so hard and you have

given up so much emotionally and spiritually and physically to achieve a certain level of status and then to find that you are not embraced by the net community that somehow you are still deemed not worthy right and not necessarily by your peers, but just by others within the community itself who also part of the community that that's that's very demeaning and so I had several experiences like that. My first years here now where I would find myself in environments where frankly people could not believe that diversity would be so progressive to hire someone like me to teach and so think this also mass on maybe perhaps even the most recent incident here about known rain. The notion that somehow this place is not inclusive for this piece has been defined unintentionally or even intentionally in such a way that certain types of people, certain types of intellects types of perspectives are welcomed and if you somehow don't fit that mold then you're not really supposed to be here even though we let you in my personal experience I see that everyone's experience but that definitely my first couple years motivated me to want to dig in and to push back but find a productive trip to dig in and I'm like this is my way of doing thinking Carmen yeah totally different question for you wait when you talked about you know what what motivated you to to apply for this position you use this phrase chip away and wondering if I can ask you to to reflect on that a little bit. Is that how you think of change happening right I look in the space variety will I thinking I I use that that expression or that term. You know, chipping away because I think that there are structures in place right concrete institutions that is been in place for decades, and that we all understand. I think in you know, for those, at least not even just those who do work in the area of diverse inclusion that is very hard to penetrate and to make change when there are already concrete structures that have their own particular norms right for how things are or should be, and so I think that the work of diverse inclusion involves change of course, but sometimes that change comes it a very slow pace right and I don't feel like we should get discouraged, you know that that changes coming at such a slow pace. If in fact we continue to do the work right again because the structures of in place for four decades and so they're not going to disappear overnight. And when you say structures are you are you referring to specific structures here, but now are we talking just widely read the knowledge of the election of you know, our larger society right so I'm talking about all the isms right there are structures of sexism, structures of racism structures of Dino able isms structures of me not yet the fact that you know not able-bodied or not fully able-bodied person's right have to use you know an elevator. That's the back of the building. For instance, right, and this is an just happen here. It happens in in in many places Rider the ramp that is not in the front gear. Of course there are ramps in the front building but behind the building rice or sending a message right about what the expectations and again I'd like to set who belongs here and who doesn't belong here right so the structures you know structures of classes I'm you know certainly that is one that is that is obviously no on our campus and I think that that the first job. Of course for us is to name the isms right but naming them is not enough. I think that we really have to chip away like I said and actually ensuring and doing our part to again to dismantle those various structures in those areas. Isms. So I'm wondering if I can

ask each of you to explain to us how you understand diversity item you think you know that that this is a term that everybody has has been taught about right. Everybody has used, but nobody has very few people have sat down and thought like this is actually what I think that me right and I'm assuming that this is something that effective both of you have not only done just once but have done many many times so he can just talk to us about what that actually means. For sure, sure, I will say that I have come to understand diversity and one way through this position but yet there is also a personal way, which I diversity and I will be very clear that times those definitions are at odds with one another and also work to free diversity is a social perspective, much like his fellow persecutions really means understanding that each individual is unique, recognizing our individual differences so that is why we talk about diversity and inclusion as Carmen motivated among multiple dimensions right meant dimensions of race, ethnicity and gender, sexual orientation as economic class, age, ability, religion, political beliefs, other ideologies, so it becomes very broad way of thinking about difference in different and recognizing that differences good. However, I do recognize that there is a larger in my perspective more important to be about what it really means to honor diversity and how if we are so broad with the definition of diversity that we miss the ways in which underrepresented and marginalized groups have been historically and temporarily screwing against marginalized dismissed harmed in our society, whether it be through discourse or actual vision violence still so I will say I think I'm personally stronger struggling with the being and as inclusive as possible when thinking about diversity and inclusion strategy and implementation of policy yet wanting to consciously and strategically emphasize practices that focus and target on groups that have been historically and temporarily marginalize and number underrepresented in the US, so I think what I'm trying to say is that diverse inclusion recognizes difference broadly and that's a very good thing. However, we do fail, the definition of diversity and we feel ourselves when we are willing to say that diversity is so broad that we are willing to truthfully and intentionally deal with historical and long-term marginalization and I would imagine that it said exactly that second component that's much harder to get at an administrative capacity absolutely nozzle exec you run the risk of course people perceiving that you are emphasizing or prioritizing the prioritizing certain types of difference over others that which is really not the intent is not is not that this why was it not my spiritual intent, but it is an intent to recognize that whether being universities, whether in society at large. When we are fearful about addressing those particular types of diversity we will often try to talk about diversity very broadly that we don't have as you talk about that very dirty, very harmful, harmful, scary thing, you know that that that really is sort of the source of much contention in our society today any part of that and no one here using that. I'm sorry. No, no, I had the idea that that have a part of this. I think as a historian is coming very much out of you. Note that the triumph of this idea that we are post-March on Washington. This colorblind society right and that in fact there there was a sort of triumphal coming together. We had some really great thanks federal omnibus bills I got past and then boom, it's done and everything

else is like just icing on the cake right and when you when you try and chip away at that in a society that has raised all of its generations to believe this in the post. You know, 1964 era that you given. You get a lot of resentment from people who say but that's not with United States voucher or you are also. Again, science, history, connection there. I think you also get the pushback that your time. You have your type rhymes want to someone else is again that's one of the reasons Isaac. Personally, I do understand the larger institutional perspective of diversity and I respect it and I accepted the same time and still trying to find ways in which we can through that larger definition and perspective still recognize that there is this unsolved problem. This unsolved issue that really focuses on historically marginalized groups and that isn't usually at university level that we need to commit resources and focus groups yet summing up and I'll just know reiterate a little bit about what you have said, but also kind of move it back just a little farther right just in terms of very basic and conceptually like the term diversely right. Like you said, it's pantomiming everyone uses it right is very" sexy to use that term right and many people actually don't really understand what is actually Manteno by this term. So I think that you know is if I were to answer that question right. How how do I understand diversity. You know I would Sibley say you don't go back to like like I said to basics and that is is a state of being different or of inhabiting different characteristics right diversity here of course encompasses both complexes denoted and nuanced differences not just in terms of identities, which Tia again has really underscored, but I also think in terms of values and perspectives right this is so, so people are more accepting of at least sometimes physical differences, but I think that there you know there more accepting physical differences, but less accepting of the kind of values and perspectives that people espouse right and that run counter to our cherished to our own cherished sort of perspectives and ideas and so I think that diversity includes, of course, important, interrelated dimensions of human and social identities right, such as citizenship, nationality, and those that did the tear has already mentioned, but I'll essentially want to say something about how I think the diversity is quite different from diversity and inclusion work, because I think that we kind of get caught up in what diversity is and sometimes give less attention because it's easier to give less attention to what we actually have to do right to use again to chip away right at the structures and I think that the work or the action or the doing part of it is quite different from simply recognizing right that these differences exist right and Tia has his is of course mentioned this already, but let me just say that I sightsee diversely as wholly active right. In other words, at the individual level diversely work is not about being tolerant right or about building tolerance for difference and is certainly not at least not in my book just about being politically correct to him so as to convey to others it you are a good person. Or at least you're attuned to societal norms right. It also doesn't stop it saying that you're an ally right to those with been and continue to be oppressed historically and can temporarily so at the institutional level that when this is what you know to you is also _diversity work is not simply about jumping on the best practices bandwagon because often I think that you know it in higher Ed that's what we like to do right. We we jump on the best practices bandwagon at the

institutional diversity work means taking concrete action to identify and rectify right inequalities, injustices, lack of access discrimination and the exclusion of many in higher education right so it's interesting because you you know you sees these sort of catchphrases of the past right this building tolerance, creating tolerance, etc. in any it strikes me that you are having to sort of excavate the history of your only current field right which I'm guessing was born in the early 1980s that as as a realm of work and it was entirely around the site building tolerance like have a buddy to be okay with being in the same space together and then we can all run away to our little home soon become think you mean the focus I think a lot of time is in of the building tolerances and wages you know your ability to be politically correct right and have some sort of be attuned at least a little bit to context right but I just think that that is an impoverished sense of diversity right and impoverished sense of doing the kind of diversity work. It really is necessary for moving forward. So wondering if we talk a little bit and it will take a break, but I'd like to talk about this implementation of your understandings of diversity and end so you know autostart is off with that sort of returning back to this 2014 2019 diversity plan which is obviously released before either of you were in your current positions, but the plan sets out this charge to make Bucknell quote more representative of the broader society and it aims to do this. It says it will do this through on on four levels night so institutional practices and policies. The composition of the Bucknell community right which I think it's got a lot of attention. Presuming the last six months, student learning, and then campus culture and climate, which again has has been a very hot topics. I'm wondering if we can touch on each of these four areas in whatever way makes sense to you but just to give listeners a more concrete sense of of what this kind of diversity and inclusion work looks like moving forward. I think a way that might be helpful maybe for something a little bit about the various goals that each of us have with regard to those four areas. So I'm just a moment is talk basically about why I am focusing on sometimes in conduction with karma, but sometimes independently so for me I was in a large focus on my work so far has been on the campus culture and climates. Also student learning. So one of the things that I been working on in conduction with Carmen's opening the faculty and staff of color discussion and action meetings and this is a an environment your awesome by the way, sorry, I just had to say it is not for faculty of color to one to know each other socially. You also environment where lots of bubbles know people but also the house that is frankly a claim space for color to engage in discussion about whatever we need to talk about and also to be able to come up and create policy, implement, repulsive that one of one point been implemented at university level. Since OIC that will focus primarily on his culture and climate, but I do see an institutional policy and practice aspect to that. Another thing that I'm working on is the dollars diversity in the US component to the common core curriculum. The CCC get not independently but through the office working with all of the faculty who teach a course that qualifies for that distinction and having these larger conversations about what is it really need to have a diversity US acquired it within the CCC and ghetto questions about or what is that really mean how do we define diversity is one course and often more is larger discussion about really

within the curriculum. We want curriculum to help prepare students to be intellectually successful, but also able to navigate the broader world. What it really means for them to be intellectually, critically, socially, emotionally prepared to understand and engage the world to the lens of diversity and another issue that I'm also working on is working with the admissions department so admissions primarily focuses on the composition of the campus even having some really great conversations thinking about issues of recruitment. The type of students that we bring to Bucknell and frankly not only the type of students that we bring to to increase racial diversity i.e. nonwhite students, but also discussions about what kind of what students regularly bring to campus you and you know what are their goals and how they fit with a larger perspective that we in the picture that were trying to develop your know regarding issues of diversity and inclusion so those are some of the things I've been working on, as well as some other things are working collectively with average and carbon that fit into those four scoops of diversity plan. Selectee mentioned, you know, we are collaborating on the affinity group and I just have to say I like to just mention one brief thing I recently I was talking with someone about this group in the response to the fact that a group known affinity group of staff and faculty of color exist know the question was posed to me while you know that just seems like you're creating more silos at the University know that just seems like you know this is a move toward separatism denoting that the person actually use that term for separatism and awareness, you know, I did have really the opportunity to to talk at length with that person. But I really wanted to have us have a conversation about the kind of even just physical and social spaces that we inhabit. You know on this campus and Tia certainly no alluded to it and that is it very often vetoed the spaces for faculty, staff, students who are nonwhite right feel like they have no claim to the spaces right feel like. In fact, we are possibly moving around his social spaces that are predominantly designed for white able bodied folks right heterosexual folks right and so this daily excludes write a vast number of students on this campus who don't fit into that category right and so I think that I am's especially excited about this affinity group right on because I think it's one it's a group where we can share common experiences and we do have a shared history right and it's important to have that space where we can talk and also behave differently. I can tell you that I behave differently in spaces that I feel comfortable writing and and I think that that contributes to my productivity that contributes to my emotional well-being right and so I just wanted to sort of to sort of add that right because I think that it's a mistake to look at these as you know, further adding another or adding another silo or further going towards you know being separate right and so that's one thing but the one initiative that iMac actually working on is it has a long title here but it's inclusive excellence professional development series OL and inclusive excellence affectional development series and that's for you to Jennifer because it involves faculty and staff so this is actually ongoing throughout the year and I would describe this series as a necessary worthwhile and enlightening boot camp. Okay, I did all of Bucknell that all Bucknell faculty and staff are highly encouraged to sign up for their successions in the series, and if it's okay with you. I'm just gonna clearing

playfully go through through each of the sessions because there are key so the first session is actually entitled church foundations, diversity and inclusiveness and this act. This session provides an opportunity for Buffalo committee members to establish a shared understanding of diversity and inclusion again because if we can share a language, right where were all were pretty much on the same page about what were talking about when we talk about diversity right what we talk about what we mean. We talk about historically underrepresented minority groups in over. Certainly, at least in this case not talking about foreign faculty right. I'm sure that they have their own set of experiences right we talk about in this country. Historically underrepresented groups were talking about one particular you know we have a thing in mind, right right and so so so this session actually addresses that in the second session is called I'm diversity conversations, recognizing and moving beyond barriers, and so this Ashley gives Bucknell community members an opportunity to share their views and experiences with respect to what makes having diversity conversations difficult, right. So certainly you know we all have stories about when we said the wrong thing. When we inadvertently offended someone, which then actually dislike it doesn't discourage us, discourages us from having these kinds of conversations in the future. So this is kind of an interactive workshop that gets participants on concrete tools and skills they can use to move beyond their fears as well as you know sort of strategies for engaging better across difference right and that there session is cultural competency and Matthew knows, you know, this is one of the longer but I would say perhaps at least in the know in my opinion one of the most enriching sessions in the series and it begins with the premise of establishing a diverse and inclusive community must necessarily begin with me with you right so this actually takes the individual as the unit of analysis right, very often it's easy to talk about culturing other people's culture right is they'll other people's cultures are a lot more exotic right or a lot more difficult, more a lot more appealing. You know, whatever. It's always easier to talk about other people's cultures, but in this workshop, which, in or in in this particular session. The goal here is to really sort of put the mirror in front of our own faces, metaphorically speaking, right, and that we cannot begin and I and I really fundamentally believe this. We cannot begin to have a conversation about what is needed about what needs to be done structurally, institutionally, until we began with actually looking at our own right turning the mirror mirror upon ourselves and looking in our own practices our own worldviews, write the own norms that we believe are shared by everyone, which in fact is clearly wrong right and so so that's what that session looks lack of skews me looks out in the four session is a Q&A diversity stuff questions and as its title suggests, it revolves around giving Bucknell community members an opportunity to be courageous. Not an easy thing to do and asked those diversity related questions that have vexed them or that they have been reluctant down or even fearful to ask right and very often in your answering the questions you both answered will in fact were going to invite folks from the larger campus community to Concord. We also want a diversity of perspectives right so TNI of course would be happy to answer the questions but I have you know a particular worldview right that is very much informed by my gender. My sexual

orientation my social class positioning right. My female lemming etc. etc. right so we do want to have a number of folks who are representative, so to speak at the University who can actually answer some of these questions right and so in and I think that here's the thing people are usually reluctant to ask difficult diversity related questions because it says something about us but I don't think that we should fear that right mean, certainly the reason why we don't ask questions certainly has a lot to do with what it says about us but I think that should be a motivator right shouldn't be something that you know that's going to sort of stop us and us in our tracks from from moving forward right so so that's the four session and then the procession is been an ally and I actually it's important, of course right to to have the session very, very, very important, but I would like we want to stress in this session, is it being an ally is not now right like it's not something that we just kind of deal ourselves allies once and for all's and we've done our job and we can pat ourselves on the back and move forward right. I think that my choice of word is no sort of been a co-conspirator or being an interrupter right in an interview, you know. Sure, we know that is also encompassed in the term being an ally, but I think that what the session really strikes for is focusing on this idea that being an ally or ally ship is a lifelong process right. I don't think that it's something that we can actually be or become at some point, I think that it's an ongoing process where each of us must do our work on a daily basis right being an ally is not doesn't, at least not in my book, it doesn't come with like sparkles in colors and ends and like the flashing lights going BBB you know you've done it right, I mean I really do think that this happened on a day-to-day basis in our sort of dyadic interactions with people writing are very interpersonal relationships with folks around us, so that those are there's one last one but it's inseparable act of search strategies. Recognizing and mitigating implicit biases and second selective attention right for folks whether there on the faculty side or south side who are doing searches right so so that's really going to be my focus, and I'm really excited about that along with, of course, collaborating on other stuff that were doing. You want to mention the diversity Summit which were still kind of yes. So what there're few things that are still in the works that were going to mention they have not been Missouri concrete is one thing that one thing that were very excited about is the plans for a diversity Summit and annual the risky Summit that if things go well could potentially happen this spring and he basically a university wide conference today conference. Having over that today multiple types of workshops all lecturers opportunities for people to engage in dialogue about issues of diversity and again for each year having a particular theme within the broader issue version that we focus on specifically but there were. We are working right now you're working at his office, particularly Linden and others to try to put this together so that is something that we are looking to do but again that's very clear. And you know if I may add something Jennifer because I did forget and it's it's really important. So another initiative and project it that we are getting off the ground and has already happened. To some extent is the first-generation student initiatives okay right and so I will be closely working with programs, events, any kind of strategies that will allow for first-generation students to feel at home on

this campus right. We know that first-generation students we know regardless of their racial ethnic background, you know need somewhat special attention right they don't have the resources that they come with that other students come with right and so I think that we need to do our work in order to make first-generation students feel welcomed here and I know that at the beginning of the semester. Both TNI were part of an event where faculty and staff of color who skew me faculty and staff who are first-generation came to welcome first-generation students and their for their guardians or family members on friends who came to drop them off on campus and that was certainly an enriching and experience for first-generation students, but also it was a very, very enriching experience for faculty and staff who came to share their story about what it was like for them to leave their families go away to college as a first generation college student and in so it was, it was really it was it was really wonderful to actually hear all the stories. In fact, it made me feel closer to some of my colleagues, like getting a glimpse into what it was like for them and I think that sometimes we don't have enough those opportunities on campus right to to connect on these various again dimensions of diversity. One of them being being a first generation college student over to take a brief break for a little public service announcement and song, and then we will be back to continue the conversation. Welcome back. You listening to Buck now occupied here on 90.5 WV BU Lewisburg I we are back to continuous fascinating conversation about diversity and inclusion fellowship work from the administrative side. Have the studio with me. Dr. Carmen Henning Ochoa and Atia Stokes Brown, PhD work back. So one did switch conversations a little bit I and and and bring us back to kind of the mentality of the conversations that were going on here on campus last semester and in the midst of it of the campus trying to grapple with what happened on the radio. The kinds of commentary going on on the Jack application and I need there's a lot of people talking about how the best in and sometimes they would argue the only solution to the problems on campus was to increase the diversity of students and faculty, and in particular that conversation exclusively went to the idea bringing more faculty and students of color onto this campus. Some wondering if I can ask both of you either in your administrative capacity, or in your unit capacity as members of the faculty to talk about that idea right. Is that enough why is it not enough to have everyone tackle this one out*and I will say isn't enough, now is a start, absolutely. So I think it's very important for people of color. In particular, to be in the space anything. Carmen eloquently talked about it before the break, the idea that this space, whether intentionally or not, has been defined and normalizes a space for certain types of people and so in order to neutralize that that norm. That stereotype presents people color need to hear their people of color in higher education. Yes, so they should be about now, but be here and then to be in an environment in which you are not welcomed or perceived to be somehow inferior, that is problematic because then we have issue retention is so so there there has been much discussion, I would say things arguing outside classes faculty member. One is very concerned about this issue is a lot of discussion among faculty of color about how do we treat environments, make sure that those who are willing to come are willing to stay and if who's responsibility is it to treat

environments wonderfully back to something Harmon mentioned before, oftentimes with this kind of work we put the onus on the people who we perceive to be different right so you will feel comfortable or here. We want different types of people who you know the region are living different ways right you know that's what of that California mentality versus Montana right so we need to make sure that those people are here. They can be here, but if they don't feel welcome that they don't feel like this is an environment that wants them here why I have any inclination to stay real issue and I will say institutional I think there's been a lot of discussion about this. There's been first to talk about this, particularly in our own this issue. Retention is wonderful to bring in the visuals here and there are multiple ways in which we can bring them here and that is something I am quite passionate about. I am very passive student side about bringing the color here, but I think there are multiple ways to do it and not institutionally rely on one mechanism and also to visit. Usually about all student body regretting here, but the major then the major issue that is retention just because someone comes as if they stay when we need to do to make them stay. That becomes a critical aspect of our what we are trying to do in terms terms of changing the culture and chipping away and institutional structures in procedures and policies and practices and norms that by the end of the day make individuals feel unwelcome and really the only thing I have to add to that, I think, which is important to add so so certainly the issue of retention is an important one new doubt. But what I see in my classrooms right is this idea that we don't want to just retain our students. We want them to thrive right I want my students especially my students of color right to thrive in this environment and very often that's difficult to do so, we can retain them. All we want right. But they are struggling and very often they're not struggling with academics, although of course that is that is one challenge, but there struggling with all sorts of other issues that come with feeling like a second-class citizen and not a second-class citizen on a particular day, but were talking about feeling like second-class citizens on a regular basis right and so I think that yes retention is important, no doubt, but I also think that we need to also look at how we can develop mechanism strategies to actually allow for students to thrive in this environment. This document just say so. This is exactly where the inclusiveness or the inclusion aspect comes into right we can bring all the diverse students that we want to this campus right at first, Jan students, but if we just bring them to fail. You know then that's it. I think it's a waste of talent right away stove of all these things that they can contribute right to make this campus community great not just for some right but for all, so I have again sent a follow-up question 3:27 PM, wondering she can talk about two parts of what you said anyone you said that it recruiting students of color I needs to happen in multiple ways, not just one institution away which, when I heard you say that the first thing I thought of was posse foundation eyes being a a central way that the University attract students of color and and some wondering if you talk a little bit about what those multiple different ways are to actually recruit students of color and then also how you how you recruit different white students to come question so let me declare my capacity as faculty members, someone who was very much concerned about the culture here about now. So yes, in terms of putting students

of color posse I think has been the main source. In addition to maybe some other programs as well. How scholars program here now and I value all of this program. Posse mentor Prout was a mentor to see love my students and I absolutely believe that the University did a wonderful thing investing in posse again. Students who these are under. These are students who have leadership qualities who are have the potential to be high achieving college students in areas coming from institutions. Perhaps that would make it difficult for them to be an institutionally so guess it is used primarily for diversity, but not every posse student is so clear about that but I do believe that as it is official. This university needs to use multiple mechanisms to two to diversify the student by so not to say that we should not still be using posse and looking to posse as a way to diversify student body. But I talked to several people about this particular issue in my own experience. I was fortunate enough to go to a private school on the Bryn Mawr St. from Bryn Mawr College all-girls institution and it was very interesting. First time in my life to meet people of color, friendly, wealthy, and they presented different type of diversity within the years perspectives ways of living and you know I think it might be interesting to invest resources in attracting those types of students to to Bucknell to attracting affluent Latino students were a few Asian American students raising their concerns. Our influence of these are ways in which you know we all have intersecting identities and editing. One of the things that does happen here try to recruit students of color and to become Alexa said is that we do tend to get certain type of student thinking that that type of student color will bring his type of diversity that student diversity, but again new, monolithic, and we need to be a bit more progressive believe university level. When thinking about how to bring people of color to the University client thinking about how to bring types of students, particularly white students at Eggen. I profess not to have any of your expertise or knowledge about the admissions process, I can only talk about what this is. Space Alessi in the classroom and their students. Seems to me that if we are really looking to change the culture about now that it might be worth thinking about the admissions process in such a way that we use that to really think about the intentions of the students who are coming here. What is their purpose is is social justice and equality are essential tenets of the philosophy and culture that we want to dominate here about now what all students regardless of color. What are they doing to show a commitment to that type in those values as undergraduate students guess they're smart. What is your SATs. Yes, you know we want to know that you participated in all these metrics are placed typically to determine whether student comes to diversity. I'm not dismissing them in any way, but I wonder are there ways to be innovative and think about how to actively pick students who are not only smart and talented and in some cases can afford and hate fell, but also show have shown throughout their young lives commitment to the kinds of principles and values that we claim to your head. If that is something institution right immune that I don't know if you have have any concrete ideas about this. I mean it. It is from what you're saying. It almost sounds like something a as sort of fundamental to the application process is having a question to the effective like what know what you're wasting your life that you have demonstrated a commitment to social justice may then not

looking for you. Note them at Arno going down to the food bank and serving food once a month right but maybe something more substantive than that yes no way claim to an expert in this area and insulator. I certainly don't want to claimant knowledge, your knowledge base that I don't have anything that could be one you know one way of thinking about this know that universities have tended to waive this process. But you know here in here. This may present the opportunity to move toward the type of personal interaction that you friendly. I was familiar with long time ago I college the interview rate and actually meeting people having conversations with them and discourse about what what is due in making determinations in no current judgments about individuals, not just based on what you see on paper also conversations that you have with them and what they're able to talk about and discourse about in dyads as interpersonal relationships, so not claiming to have any real sort of knowledge base in this. I do think that it's worthwhile to pursue is certainly something that I have suggested multiple conversations criminal maneuvering follow-up with you about the site. What are the ways in which you make students who feel like second-class citizens. How do you begin to make them feel that way will I know part of what I think is important to recognize here is that our jobs are not to help students so to speak, know whether there be, regardless of where they come from. You know who they are right in the sense of this being like you know because I sometimes help has like this power dynamic associated with it right but I think that's really my job, I see fundamentally as been able to in the classroom. For instance, facilitate a conversation right. I think that we we you note on the one hand, people think that oh gosh I'm so tired of no dialogue. This idea that all were to do is you know talk and talk and we talked things to death. I really don't believe that I do not think that we have even begun to scratch the surface right of the kind of work that needs to be done in order for us to recognize first who we are right and who we claim to be and of course all the other things that come. You know that are associated with those identities, whatever those identities are in. So I think that part of my job I see. My job is working with students together to give them tools to talk about why they're feeling the way they're feeling why they can't do what they would like to do right. Why do you feel like second-class citizens right certainly feeling like a second-class citizen is an interactive process right in. So I think that what I try to do very concretely and and it sounds very basic but I really do believe that is powerful is to have students you know and this is assertive, a pedagogical strategy that I resort to is to have them talk right and certainly we all like for students to be engaged in social activism right and I applaud those efforts and I think that other faculty you know do that wonderfully right to get students to act for me given that our campus is predominantly white part of my job is getting students to first recognize right what the issues are and then move from there right and so then I would feel composing okay let's act now. But how can we begin to act when really we haven't done the difficult work of recognizing where oppression is or where privilege is so I think that is it the those are simple but strategies it can be really fruitful. You were talking earlier, specifically with respect to the faculty and staff color affinity group about the creation of non-white spaces right I mean is that a project that you can either as an administrator or as a

faculty member engaged in constructing with students as well question. You know it in and out and also somewhat answer that questions through anecdotal through example about two weeks ago I was coming back from the gym and I heard music in the background and I was kind of interested like ours is music coming from right and it there. It was like I believe a religious group on campus that was holding some sort of service outdoors down by the hill right and so I I thought well do know this is I it's rare that I ask you know it's the campus like there was music outside and it was religious music. I know in an important part was that you know I don't believe in the Christian God, right, I can respect that they do and that they were engaging you know in in a social activity that involved somewhat sharing right there beliefs. I'm in a public space and so I imagine in my head I imagine like be like if more students sort of took ownership of physical space right but, but, in any way. You're asking the wrong person is the wrong person. I grew up in California right been to places like Berkeley, like, you know, University of California campuses where you cannot go into one space physical space without seeing how it's been claimed by a particular group right by particular organization right and in that makes the campus community vibrant and I you know, in part, there are those spaces right but I think that there limited and I think that perhaps you're right we do need to work with students in order to ask them what would that space look like right as faculty and staff know what would that space look like one that actually includes you write one that reflects not just includes but one that reflects who you are as an individual right on these various dimensions of diversity so you know I don't have to, you know, believe in communal prayer. Our know in order to believe that you know someone feels that they can express that right but I also like to see, for instance, you know Muslim students right having their our moment of prayer in a public space and that is what they chose to do right and of course I'm just using the religious example. As you know, one example because we've been hearing this on the notes or the national level right but I think that working collaboration with students would be certainly a first sort of go without them sooner if I can ask and in this is an entirely new role is as faculty members. I'd like to ask you to actually reflect on your processes of thought, particularly last spring nights of surrounding what happened on the radio I and in particular that the ensuing conversations amongst the faculty among students amongst administration and just give us a sense of of what was going on for you at that at that time, I can walk the quality of things. Maybe I can just sort of very generally say that I thought that would be no broth men's moves to expel the three students was the right thing to do. I think you know what they did created like we have heard a hostile environment and it is an environment in which people's especially people of color, and more particularly black people feel absolutely threatened writer so I think that you know why there was debate about whether that was a swift decision and you know I don't criticize that I think that those folks needed to be removed from the University by what they did, made it unsafe for other folks to be on this campus right and and I remember having a very sort of visceral reaction when I emailed the day after I heard that there was the news about that and and I was driving to campus and I was at a stop sign and I saw a

black student walk right in front of me, and I mean I have no idea what was going through her head at that moment, but I remember just really being stopped in my tracks like really just having this visceral reaction about what she thinking about what would I feel if I were in her shoes that day. After know the day after walking on campus early in the morning right what goes through through your head right in my safe like I clearly I don't belong here. Right. These words were uttered and not only do I not belong here, but this is you know should I stay here right and so I think they'd so so on the one hand, that was a good opportunity or skews me a move that I do not criticize right the thing, of course, that in this is and in hindsight right is it I really wished for a lot more conversation to have ensued right and not a conversation that is optional, right, not a conversation where you can decide if you want to show what to these conversations because I think that these conversations affect all of us right so I think that sometimes instituting right or learn early like demanding or saying this is really important. We need to have this conversation right and have all students be there because I remember going to the talk shortly after you know that thereafter and have been looking around to see who was there and there were a lot of people of color but there weren't as many white students right and so that was that was very apparent to me in so so I think that that was a missed opportunity right not to say that it's gone that opportunity certainly is not gone. I think that we we have that responsibility to continue to have those conversations. Yes, I've been processing the entire time that you are speaking is still very emotional issue for me and again this is me speaking personally trying to be reflective about the incident, but I control plate 2008 and I'm the kind of person that when I embark on an adventure, particularly in higher education. My perspective is always been to be an institution, long-term, and so I know 2008, having come from another institution. It was my intention that this would be the place where retired and having had some issues early on I was very doubtful about whether I would say about know that having some wonderful years and then getting tenure. I thought okay you know I've invested this is my community is not perfect anyway. But I've invested and I wouldn't contribute in any way that I can to make sure that things change and I happen to be is an article that semester doing with a lot of personal change in my life and when that happened it should me to the core as a person of color on this campus, it fundamentally should work because immediate question the commitment that I have given to this institution in BB question who work frankly and some of his vices emotionally that I've given to further symbols. The institution in BB question some of the relationships that I perceive the cure at the institution it fundamentally should be to the poor and at nighttime. I realize now reflectively that one of my main concerns was absolutely for the safety of my students is to work with but also biosafety and it may be quite apprehensive about coming back to the University and honestly it was this position that we we think okay you can do this contractually you can come back in and bring your whole self and bring your full selves and not retreat. Frankly, not collapse inside and just veer this place to be at this place and they walk away not care why was it was it was that it was the incident that made me think why what I invest anymore. Why would I do more. This is who we are in awareness middle of we

do we care it was no due care. Personally, I see about my own personal religion. It was ditching me to the core and questioning my commitment to the institution so I am quite thankful. I know this is in the works. I am quite thankful that the positions were put in place when they were because for me became a lifeline to think about how despite the incident itself how I can connect again to the diversity getting that anger and frustration and just sadness and use it for something positive in something good that would only help me, but also help others like me, whether they be faculty or students. They also in the end whether the recognizer not have help every small person was invested in this to the again looking back and and in gaining that perspective. I wasn't like Carmen I needed more dialogue to occur. I did feel initially like there was only things that needed to be said there were so many emotions that need to be expressed in multiple ways we cited one thing that's also important. We talk about diversity, work ethic, it starts with the individual and when it starts with the individual as comminuted. You recognize that there are norms and processes that you hold onto anything but others is that you know we we sorted your priority to the ways in which people express themselves right and an innovator is sort of" unified correct ways to express feeling and I in that moment I didn't want control. I didn't want to have to express what I was feeling in a way that was deemed acceptable by the larger audience and I wanted people to have that space well so maybe it felt that way to be wanted to do that and that part was very unsatisfying to me. So as we continue with this working we talked about you Carmen talk radio about the workshops that are happening again excellent. Really. So for two to be part of that in facilitating his dialogues that I think would think that we try to talk about whether the net series or even in the faculty of faculty and staff of color meaning is that you know this is a space in which there are no details about how to bring your whole self to the place and if there's something that you need to to say or to express so that we can forward then that needs to be honored and respected and so for me. Looking back, that was probably the most in size and the pain and the just anger about all the questioning by sins of belonging to the community. I think that was probably my large disappointment. Not being able feeling like people were able to express themselves in a way that was satisfying the stick and assessing and holistic to them. It also allows them to be the whole selves unite. There was a lot of Chi think my perspective on it was that there was a lot of conversations happening in different places amongst different groups of people right and each one of them didn't connect with other conversations but also just sort of flickered out I and so there was a lot of sort of almost nervous energy being directed down different sounds right. So there was faculty. You know talking about different ways organize students. There was faculty talking about different kinds of ways to redesign the curriculum either. There's all kinds of conversations happening which word I think addressing exactly what you're talking about here which is which actually having this kind of reflective non-not not rational but non-sort of like insistenty rational kind of conversation was. I'm wondering when we have a little bit of time left together, and wondering if you can each reflect on what you might want to see from the faculty right because me that you did that the faculty had a lot of conversations me again. They were they were

kind of all over the place, but there was a certain kind of energy among certain parts of the faculty night to be to begin to reassess what Buck knows about. So especially in your capacity as faculty members and what what would you like to see from the faculty itself. For me I would really like to see all of the faculty on the individual level as Carmen has openly talked about recruitment critically examine themselves and in doing so, making commitments to promote diversity and inclusion in their own sphere sitting institutionally. There are things that we can do also very important to try to promote that in their own sphere and so one of the things I often hear is that while she supports about race or gender, sexuality and disability or religion also. So I I can't help it. I now I can help and I can't help but wonder in no you you don't teach that kind of course you know numbers are numbers I get that I can respect that. However, you are in an environment where you are interacting with people and interacting with difference over time. So might you quickly flipped on anything the gospel, who deceives maybe there's something something you're doing in the classroom that you accept as professional norms or standards that are having an unintentional or intentional impact is discriminatory or at least not helping students thrive in the way that Carmen mentioned what I was talking about retention which by the way – or should the engine so yeah I really do think that as faculty. It does start with us. We have to be critical and willing to evaluate ourselves and assess whether we are known molecular term, walking the walk. Are we just talking about diversity and inclusion in these very wrong ways and in doing so giving ourselves a provision topped out in new it to say that's someone else's job. Right now I'm not involved in that or or as long as I say hi to someone is and what they want in campus done my part break no not not exactly. So I think we have the intellectual tools of the training to be able to question norms that we have accepted widely accepted those and where those norms come from and what impact do they have again intentional or unintentional on the people we work with our students. The environment that we are part of. So I would definitely challenge faculty to you decisively don't opt out if you give it if you hear about initiative that is broadly described within the context, diversity and inclusion in your first inclination is to say that doesn't involve me or doesn't that I've had about it – and it doesn't fit neatly into that package was a Astros of wiring saying this, I'm somewhat strong to say that because at the end of the day. I think of you are thinking about diversity. Much of the ways that we've described about the work of diversity and inclusion that we talked about here involves everybody. It can't work involves you, if you think I completely agree with what you're saying. I think that the problem here, something that Carmen raised earlier, which is that it sent sense of this being mandatory right and I think just by some faculty having this ability to exercise the choice to opt in or opt out is in and of itself problematic right is anyhow. Do you have, you get to a point where these things are choice made in a minute you making the editorial to the conversation. Will I think one of those you know one way to to make it immediate we don't like that word right because we like to harp on our faculty freedoms right we don't want someone telling us what to teach right we don't want telling us or having someone tell us how we should run our classrooms right. That is, you know, one of the perks right of

being a faculty member right working academia, but I think that perhaps one way to begin. There is, you know, as is tear early talked about and that is making a curriculum right where not everyone you know is not just you know women who do gender studies and you know, people of color, like myself, who do social inequality right so so again coming back to this idea of not being able to opt out right and making it so it's there's a curriculum that is institutionalized that addresses various forms of diversity and inequalities right but short of that, I just, you know it's it's a great question, but wondered honestly I just how you mandate that how you make it mandatory right that's that's difficult and but I don't think that because it's difficult we shouldn't address it right we shouldn't broach it. We shouldn't imagine ways in which we might make this quote unquote mandatory so clearly agree and think it would be actually quite dangerous. Given all the reasons of courage stated to initially come out and say, for example, the workshop training is mandatory. I think if anything fist there would be pushback there. I guess for me again. You know when this is not in any way shape or form. I just I just really feel like what Herman said this is about the individual being willing to critically evaluate SS themselves and we can mandate all day long, but if you are not personally curious personal level if you don't desire to truly know people into empathetic that I think it also makes it difficult to do the work in the way that we were talking because again I think as academics we can intellectualize diversity to go straight we can ill talk about the numbers in the stats in the number of people in the US who are also philosophers absolutely instant raising people who may think. Yes, I am doing the work right because I have just taught class and these statistics are humans great. But then, how are you interacting with your first GEN student in your class to conceal it says look I just buy books and I'm not prepared this week. You know it's at that level that we are less willing anything collectively leaving as academics were less willing to question our own perspective, values, and maybe in doing so, recognize that we've had some deficits that we are holding onto norms and to citizen procedures that privilege some in her many and maybe we'll even warmer doing maybe we just think it's this is what you all are supposed to do anything is that level of individual assessment within the academic contexts that in the long run is going to facilitate the kind of change that were talking about a friendly, the kind of change that is long-lasting. Think you know any University Visio time of this diversity plan diversity plan this person and that person and those are great things. I am not discounting those in any way, but to suggest that a top down approach right without bottom approach working group) suggested that model the first notable work. I think you know again looking at any higher institution of higher education since the 1980s, we can see that that really hasn't worked so I know maybe my again perspective is that for faculty need to get real. We recognize we are part of a institution of higher learning that has his own norms and practices in that while we profess maybe to be intellectually curious, intellectually open and diverse that perhaps is not where the problem lies somewhere when I really see the both of you spending the evening with us today. I wish you all the best for the school year. Think you soak you guys. You been listening to Bucknell occupying here are 90.5 WCB you Lewisburg tuning next

week at 6 PM. I will have to guess in the studio Jim Buck and Judith peeler. I here to talk about the proposed workforce housing complex over at Penn's Commons and the various kinds of local discourses which have really exploded around that proposal. Have a great week