

In what ways could LMC as a whole improve our teaching of diversity and multicultural perspectives? Please provide the GE committee with any thoughts/feedback that you have:

17 responses

I do not have enough of a broad-based perspective to make suggestions. Part-time faculty are not usually brought into those discussions, nor are they made aware of the overall posture of the college.

It might help to have flex workshops where faculty share their GE SLO 5 (diverse, multicultural perspectives) curricula.

Require professional development so that instructors learn multicultural and global perspectives

It could be interesting to have a theme or book that the whole college teaches to help promote diversity and multicultural perspectives.

Require faculty to attend cultural awareness trainings, micro-aggressions, privilege, and/or personal biases every semester as FLEX or at all college day

Professional Development, Fun-non shaming ways to enhance our own perspective.

All good ideas begin with professional development and leadership that embraces and encourages change. Without the backing of department chairs, programs and adjunct faculty, then this will not happen as a college wide goal. Faculty need to collectively agree to the importance of the concept and make a commitment to see the goal through, knowing this may be a 5-20 year goal. (those that are retiring need to support the long term vision so that the new faculty can carry the torch)

We could offer more lectures on-campus and provide funding for departments to create these multicultural events for their disciplines and the community at large. We could also offer Seminar courses centered on diversity and multicultural perspective that students could take for non-transferable units.

PD focused on incorporating multicultural perspectives into diverse disciplines and sharing the evidence that supports its efficacy

See previous.

I would appreciate presentations from faculty about how they incorporate diversity and multicultural perspectives in their courses. Not just to give me ideas for the courses I teach, but also to provide a sense of perspective about the courses students take in different departments.

Guest speakers

I think we do a pretty good job, but as the Audre Lorde quote goes- "For the master's tools will never dismantle the master's house...." There needs to be a lot of work done and much of it needs to be done before students get to college.

I would like to see my department incorporate these perspectives into the Activities Packets written by the department for Math 12, 25, 27, 29, 30, and 34

The college could work on religious pluralism and opening a discussion about how religious beliefs are being taught at the college (or really not at all).

Create and foster an environment that does not browbeat a professor for teaching what she/he knows, finding it misguided or close-minded, but rather, incentivize them to continually expand their cultural knowledge, develop their ethical commitment to greater diversity and acknowledge those who do.

Stop limiting our exposure to what the data from the equity plan suggests. There are many student groups who were not highlighted in the data (which is a bit skewed) but who are often omitted in focus groups, conversations, and overall college talking points.