

EDUCATION IN A COMPETITIVE AND GLOBALIZING WORLD

Diversity, Equity, and Inclusion in Christian Universities

An Ecological Perspective

Charnetta Gadling-Cole

Tracy Tuffey

Editors

NOVA

Education in a Competitive and Globalizing World



No part of this digital document may be reproduced, stored in a retrieval system or transmitted in any form or by any means. The publisher has taken reasonable care in the preparation of this digital document, but makes no expressed or implied warranty of any kind and assumes no responsibility for any errors or omissions. No liability is assumed for incidental or consequential damages in connection with or arising out of information contained herein. This digital document is sold with the clear understanding that the publisher is not engaged in rendering legal, medical or any other professional services.

Education in a Competitive and Globalizing World

Lifelong Learning: Perspectives, Opportunities and Challenges

Isaac Kofi Biney, PhD (Editor)

Paul G. Nixon (Editor)

Rebecca Kleiweg de Zwaan (Editor)

2023. ISBN: 979-8-88697-551-2 (Hardcover)

2023. ISBN: 979-8-88697-579-6 (eBook)

Bilingualism and its Benefits

Genevoix Nana, PhD (Editor)

2023. ISBN: 979-8-88697-500-0 (Hardcover)

2023. ISBN: 979-8-88697-536-9 (eBook)

Undergraduate Research Perceptions and Experiences: A New Zealand Study

Doreen Vikashni Chandra, PhD (Editor)

2023. ISBN: 979-8-88697-506-2 (Hardcover)

2023. ISBN: 979-8-88697-540-6 (eBook)

The Future of Medical Education

Mildred López, PhD (Editor)

2022. ISBN: 978-1-68507-881-2 (Softcover)

2022. ISBN: 979-8-88697-021-0 (eBook)

More information about this series can be found at

<https://novapublishers.com/product-category/series/education-in-a-competitive-and-globalizing-world/>

**Charnetta Gadling-Cole
and Tracy Tuffey**
Editors

Diversity, Equity, and Inclusion in Christian Universities

An Ecological Perspective



Copyright © 2023 by Nova Science Publishers, Inc.

<https://doi.org/10.52305/IVJC3330>

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transmitted in any form or by any means: electronic, electrostatic, magnetic, tape, mechanical photocopying, recording or otherwise without the written permission of the Publisher.

We have partnered with Copyright Clearance Center to make it easy for you to obtain permissions to reuse content from this publication. Please visit copyright.com and search by Title, ISBN, or ISSN.

For further questions about using the service on copyright.com, please contact:

	Copyright Clearance Center	
Phone: +1-(978) 750-8400	Fax: +1-(978) 750-4470	E-mail: info@copyright.com

NOTICE TO THE READER

The Publisher has taken reasonable care in the preparation of this book but makes no expressed or implied warranty of any kind and assumes no responsibility for any errors or omissions. No liability is assumed for incidental or consequential damages in connection with or arising out of information contained in this book. The Publisher shall not be liable for any special, consequential, or exemplary damages resulting, in whole or in part, from the readers' use of, or reliance upon, this material. Any parts of this book based on government reports are so indicated and copyright is claimed for those parts to the extent applicable to compilations of such works.

Independent verification should be sought for any data, advice or recommendations contained in this book. In addition, no responsibility is assumed by the Publisher for any injury and/or damage to persons or property arising from any methods, products, instructions, ideas or otherwise contained in this publication.

This publication is designed to provide accurate and authoritative information with regards to the subject matter covered herein. It is sold with the clear understanding that the Publisher is not engaged in rendering legal or any other professional services. If legal or any other expert assistance is required, the services of a competent person should be sought. FROM A DECLARATION OF PARTICIPANTS JOINTLY ADOPTED BY A COMMITTEE OF THE AMERICAN BAR ASSOCIATION AND A COMMITTEE OF PUBLISHERS.

Library of Congress Cataloging-in-Publication Data

Names: Gadling-Cole, Charnetta, editor. | Tuffey, Tracy, editor.

Title: Diversity, equity and inclusion in Christian universities: an ecological perspective / Charnetta Gadling-Cole (editor), Tracy Tuffey (editor).

Identifiers: LCCN 2023021211 (print) | LCCN 2023021212 (ebook) | ISBN 9798886975215 (paperback) | ISBN 9798886978742 (adobe pdf)

Subjects: LCSH: Minorities in higher education--United States. | Christian universities and colleges--United States. | Multicultural education--United States. | Educational equalization--United States.

Classification: LCC LC212.42 .D577 2023 (print) | LCC LC212.42 (ebook) | DDC 378/.071--dc23/eng/20230522

LC record available at <https://lccn.loc.gov/2023021211>

LC ebook record available at <https://lccn.loc.gov/2023021212>

Published by Nova Science Publishers, Inc. † New York

Contents

Foreword	.....	vii
Catherine R. Gayle		
Prologue	.....	ix
Jan Mauldin		
Diversity Statements	.....	xi
Charnetta Gadling-Cole and Tracy Tuffey		
Chapter 1	Critical Consciousness and Racial Resilience in Christian Higher Education	.....1
Gretchen M. Jameson		
Chapter 2	Still Standing: A Black, Millennial Woman’s Journey at a Christian University	.....13
Nandi Mallett		
Chapter 3	What Does Your University Think About Gender? The Answer is in Its Policies	.....25
Sarah Holtan		
Chapter 4	Diversity and Me: The Cycle of Infinite Improvement	.....47
Steve Gerner		
Chapter 5	Undocumented Students in College: Examining the Obstacles to Higher Education and How Christian Universities Can Help	.....59
Holly L. Griskell and Vittoria Sipone		
Chapter 6	You Are Not the Brand!	.....89
Eugene Pitchford		

Chapter 7	Towards an Ecology of Belonging: A US Latino Perspective toward Diversity, Equity and Inclusion in North American Christian Universities.....	107
	Rev. Alberto L. García	
Chapter 8	Thankful for the Journey: A Christian Social Worker	123
	Charnetta Gadling-Cole	
Moving Forward		133
	Kari Metts	
Epilogue		135
	Jan Mauldin	
Appendix: Poems		137
Index		139
About the Editors.....		143
Contributors		145

Foreword

**Catherine R. Gayle, PhD, LCSW, MSW, MAC, MIN,
BSW**

It's my right to share who I am, but why am I afraid to tell you that I am a Christian? This question has seeped into the catacombs of the minds of humanity throughout the ages. Fear of reprisal from mainstream society intimidates the Christians to the point of frustration. People from every walk of life rally in the general public to present their platforms but it's the Christians who are afraid to "Come out of the Closet." This conversation is necessary and I am elated that through this great work scholars will address the inequities that loom in and outside of Christian Universities. The former is more egregious as horror stories are shared by individuals hired in "Christian" Universities who were met with racism, misogyny, inequities in salaries, ageism, marginalization of their intelligence and a hypocritical dance around scripture which expresses love but it is not practiced. People of Color are invited to these universities but are forced to leave because of the trauma inflicted through microaggressions and the subversive antics displayed by members of "the host" team. May this great work open up the discussion and parlay a treasure cove of scholarship around this topic. The Message Bible James 1:22-25 says, "Don't fool yourself into thinking that you are a listener when you are anything but, letting the Word go in one ear and out the other. Act on what you hear!" Those individuals who speak scripture but refuse to practice what they've learned are not walking in the word of God, but are walking in error; that is why they can express love but spew out hate. Hopefully, this great work would net a "Man in the Mirror Response" for all readers.

Prologue

Jan Mauldin, MS

Liberty University Graduate Student, Lynchburg, VA, USA

Christ-centered or Christian Universities are typically environments where Christ is embraced within institutions of higher education. Unlike secular universities, where there are individuals with different and often opposing world views where spirituality is concerned, Christian education is geared toward fostering an environment where there is an agreement that God exist, Jesus is Lord and Savior, and there is a Holy Spirit. Because of the shared beliefs there is an expectation that each individual, especially those entrusted in the position of educating, walk according to what is known as the fruit of the spirit. Without getting too involved with explaining what the fruit of the spirit comprises, to sum it all up, you treat individuals justly and with love. Usually there is a process of “gate-keeping” involved with maintaining this attribute. Liberty University, one of the most well-known Christian Universities, does this well. Whether a student or employee, you are tasked with giving a statement of agreement identifying that you are Christian. This is something that is dangerously lacking in some Christian Universities, and what has led to the writing of this book. The hope is that institutions of faith will do a bit of self-reflecting. To some this will serve as a mirror that reflects the hypocrisy and a very ugly truth.

In no way is this book geared toward demonizing Christian Universities, nor is the intent to demean any specific Christ-centered institution of higher education. The hope is to discourage what has no business in any institution. No more racism, sexism and inequality. Christian Universities have the right to exist as Christ-centered organizations, and should never be penalized for their belief system. It is not a place to challenge the core values, as many students and faculty choose this form of education due to personal principles and convictions. Nevertheless, we cannot be soo afraid to shine a light on behaviors that exist, that we tolerate the intolerable. Of course, this is exponentially more prevalent in secular universities; however, one key to Christian faith is not to resemble the world’s construct. Please do see this as a

passionate plea to refrain from creating environments where people are not viewed as valuable if they are brown, a woman or different nationality.

Sadly, most authors in the preceding chapters have experienced being at a Christian University where their personal faith and convictions were challenged through being confronted with inequity. On some level this is not a surprising event, specifically when you view this with a lens of history. Afterall, many slave master's used the Bible to support the belief that people with dark-skin are inferior and thus should be enslaved. This misguided belief has nothing to do with scripture and goes against the teachings found in the Bible. Nevertheless, this belief is still widespread and felt by many. With a broken heart, there must be an admittance that some Christian Universities seem to be embroiled in the type of thought that is found in the hearts of those that exercise racism. While not always blatant, the evidence is in the minimization, lack of support and thwarting of efforts even when those efforts are for the good of the institution. My mentor, who is also the editor and one of the authors of this book, Dr. Gadling-Cole, once used words that best describe the experience of the contributing authors; "Systematic Institutionalized Racism." Mind you this was toward a secular university, and over 15 years ago. These words have become buzz words that may or may not die down in the future. However, those words are describing the work life of individuals that have elected to be a part of what was thought to be a Christ-centered environment which is a safe haven from the usual practices of secular universities. As you will read, this expectation fell short.

While one can mince words, and use more palatable terms when expressing the many unpleasant experiences; it is with the hope that we learn to call-out behaviors that are not reflective of what it is to be Christ-like and instances of inequality, in order to put a stop to the common practice of inequitable treatment. One thing that should be abundantly clear, these chapters are authored by individuals who earned their places in higher education. There are no question of experience and qualifications, related to their positions. There's no misguided sense of entitlement. Each individual simply understood that being within the safety of a Christian University, affords the opportunity to express shared belief system that requires fair treatment.

Diversity Statements

Charnetta Gadling-Cole, PhD, MSW

My core values of social justice, service, and integrity have provided the compass that has guided during my academic journey. I am committed to diversity of students, faculty, and staff. As a Christian, African American woman, mother, and social worker, I understand the importance of diversity to meet the needs of individuals, families and communities. Throughout my professional career I have strived to strengthen diversity and advocated for disenfranchised populations.

I have extensive experience working with faith-based and nonprofit agencies nationally and internationally, including South Africa, Kenya and Haiti. I served as a Frederick Douglass, African American Older Adults and Minority Health and Health Disparities Research Training scholars. I served as a consultant for churches through Florida's Faith and Community Based Initiative in Duval County for which I developed/implemented programs and obtained funding. Previously, I served as the editor-in-chief for the *Journal of Gender, Information and Development in Africa (JGIDA)*. I am currently the Editor of an African American Woman Book Series and recently edited the book entitled, *African American Woman in Academia: Intersectionality of Race and Gender*.

While matriculating through my MSW program, I earned certification as a qualified developmental disability professional (QDDP) working in the Mecklenburg County Schools and developing and implementing programs throughout the state of North Carolina for developmentally disabled individuals and their families. I have served the lead author of grant proposal to provide support for individuals with intellectual disabilities through the implementation of animal assisted intervention services. I also served as the lead author and principal investigator (PI) of a US Department of Health and Human Services Grant that trained students to become certified family support specialist for those suffering with opioid and substance use disorders.

In a previous faculty appointment, I served as the Vice President for the African American Faculty Association. I also founded the Association of African American Women in Higher Education. In addition, I worked with the president of the LGBTQ+ student organization to provide community conversations related to their identified needs. During my appointment as an academic administrator, I spearheaded an initiative to develop and implement a professional development school project (PDSP). PSDP provides college prep programs and services to high school students and recent graduates who have education and mental health issues to foster successful transition into the university. The model was also replicated to provide services to 1st generation students.

While serving as an administrator at a Christian university, I chaired a Diversity Equity and Inclusion (DEI) Committee and served as Co-PI of an internal Support for Undergraduate Research Fellows funded grant entitled, *The Voices of Students: Student of Color Share Insights on How to Holistically Increase Diversity at a Faith-Based University*. Focus groups were facilitated and findings were shared with the DEI Committee and administration. At the same institution I was appointed as a member of the Diversity/Belonging Committee to assist in implementing the diversity strategic plan that supports practices and policies to assist in providing wrap around support to the diverse university communities. In addition, I co-developed and implemented an initiative to provide life coach services to diverse students through funds provided by the Office of Student Life. I earned my certification as a life coach and provided sessions to the students in collaboration with other diverse faculty and staff at the institution.

I have built my academic career around integrating my research, engaging with communities, particularly communities of color and other priority populations. I will continue to mentor diverse students, provide faculty supports, empower staff, and develop programs/policies for vulnerable groups. I understand the importance of standing for righteousness sake...

“To Whom Much is Given, Much is required” (Luke 12:38).

Tracy Tuffey, MSW

There is inequality and injustice in America. We as a psychology department, as Christians and as human beings, are called to stand against these injustices. We may not agree on all aspects of these crises, but we believe that people have a desire for positive growth and that can only happen when we all honor the dignity of all human kind.

A Christian response to racism acknowledges God is the creator of all people and the dignity of all human beings is given by God, not achieved or earned. "Any and all attempts to identify certain people or groups as somehow lesser members of humankind are, therefore, a blasphemous affront to our Creator" (October, 1996). As Christians we are called to love one another and to fight racism in the church and the world.

As a department, we believe in empowering people to look for answers, and support the courage to make a change...ANY change for the better. None of us may be the individual leader that can inspire change for the masses; but, if we all do our small share, we will be part of a positive movement that will create many little ripples and hopefully a much larger wave of change.

As mental health professionals, we recognize the importance of small changes. The healing of this nation needs to start with individual responsibility, not only to acknowledge this systemic disease but to take control of what we can, and make change where we can. Members of our community, students, faculty and staff of CUW are feeling hopeless and helpless. Please know that small things matter, so check-in with your friends of color. We worry about how people can cope with the constant barrage of violence, death, and uncertainty. Feeling helpless is a dangerous place to be and we see the outcome in those who continue to protest injustice and racism.

The president of the American Psychological Association stated, "We are living in a racism pandemic, which is taking a heavy psychological toll on our African American citizens. The health consequences are dire. Racism is associated with a host of psychological consequences, including depression, anxiety and other serious, sometimes debilitating conditions, including post-traumatic stress disorder and substance use disorders. Moreover, the stress caused by racism can contribute to the development of cardiovascular and other physical diseases" (May, 2020).

The well-being of individuals and our community depends on people working toward positive change. It is possible for people to change, IF and ONLY IF, they are truly willing to do the hard work and the heaving lifting in order to move challenges out of their way and take those first steps toward a better life. We understand how difficult it is to truly gain not only the courage to examine oneself but face what can sometimes feel like an insurmountable number of faults, failures, and disappointments.

As we stare at a mountain of challenges, we wonder if we are capable, as a nation, to collectively admit that the pioneers and founders of this country were at fault 400 years ago when they allowed the first slave ships to arrive on this nation's shores. Can we, as citizens today, be completely honest with ourselves and admit that 400 years later we still treat people of color with less dignity, kindness, compassion, and humanity? Can we FINALLY admit, we have a problem... a HUGE PROBLEM?

People are tired; tired of the killing, tired of the violence, tired of the insincerity that pours from the mouths of those in power who feign support for equality and justice, while systemically oppressing many citizens in this country. Join us in our attempts to do the hard work and heavy lifting that will move us toward positive growth and truly honoring the dignity of all children of God.

Chapter 1

Critical Consciousness and Racial Resilience in Christian Higher Education

Gretchen M. Jameson*, EdD

Milwaukee, USA

Abstract

Across the United States, Christian colleges and universities aspire for diversity, but achieving it involves more than increasing numbers of enrolled students of color. Institutional leaders must interrupt ingrained patterns of racial silence and privilege within the curriculum, campus climate, and institutional mission. This paper proposes the formation of white racial identity and individual critical consciousness as a necessary precondition to achieve durable, abiding diversity. Critical consciousness awakens individual awareness about white ideology and motivates curiosity about the collective behaviors, structures, and norms that sustain systemic racism. A review of the literature grounded in DiAngelo's theory of white fragility supports the conclusion that interruption builds racial resilience in majority white contexts. The paper argues that this resilience ultimately results in anti-racist behaviors and activism. Key themes from the research offer a framework both for achieving and developing white criticality, while additional areas for study and recommendations specific to religious higher education guide leaders to fulfill their institutional charters.

* Corresponding Author's Email: gjameson@gthreestrategy.com.

In: Diversity, Equity, and Inclusion in Christian Universities

Editors: Charnetta Gadling-Cole and Tracy Tuffey

ISBN: 979-8-88697-521-5

© 2023 Nova Science Publishers, Inc.