What, if anything, is missing from the map of the dominant (problem) narrative?

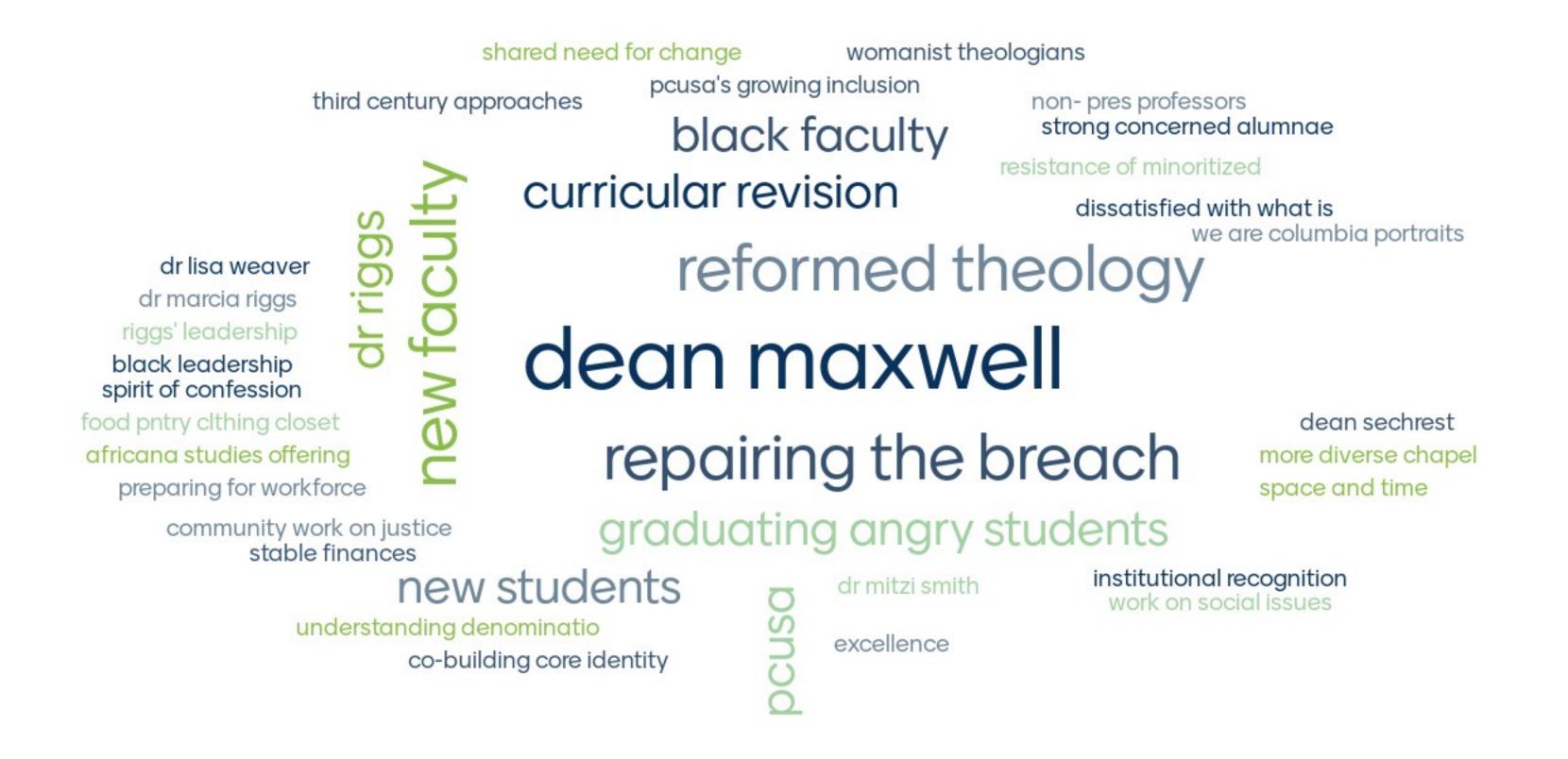






What, if anything, is missing from the map of the counternarrative?

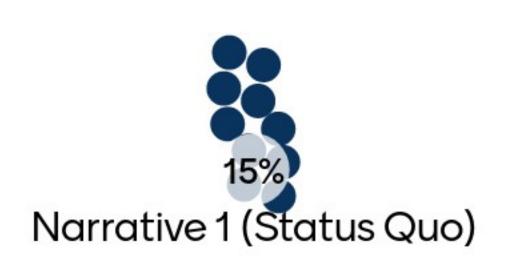


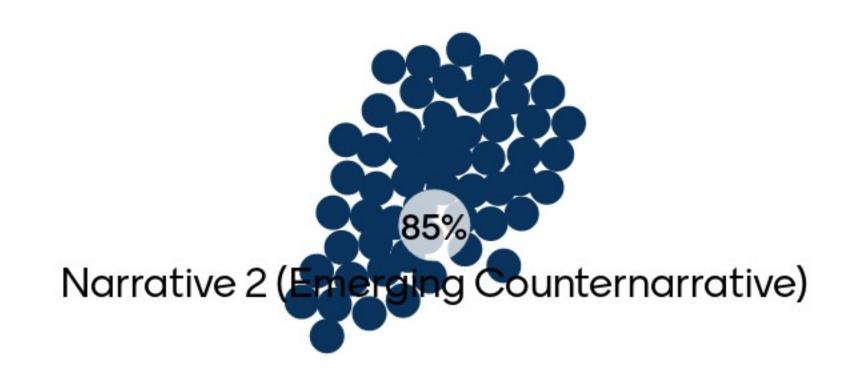




If you were allowed to choose which narrative would best describe the CTS community, which would you prefer?











Nothing. Change is gonna come.

Continue the distrust.

Maintain White Authority

Continue to tokenize students of color

Not hiring faculty that represent the full diversity of CTS

drop the ball after this work (TCC) has begun something real

not talk to each othernot celebratenot share our best worknot collaboratescapegoat each othernever cross departments, roles, or silos

Dig our heels in and get defensive

Not adding curriculum that reflects student body - such as African studies, Queer Theology, etc





Stop the conversation.

Pretend it's done. Refrain from creating measurable results.

Alienating Black students

Continue to separate and isolate based on assumed identities and values

We can expect a small number of individuals to make the changes we want and need rather than investing significant time and money in structures that support change over a period of time.

Centering whiteness

Stop engaging in the conversation.

Not continuing the work agreed to today

Stop engaging in conversation. Getting distracted by other things.



What could we do to make sure nothing



do nothing more

changes?

continue performative responses to individual needs/concerns

Have zilch follow up to this meeting

Maintain primary allegiance to the institutional structure rather than the needs of students, faculty, staff, & families

Not consciously seek out new relationships to develop if you are not one naturally inclined to do so. May require that you go outside of comfort zone.

If I am made invisible without voice, nothing will change. If we forget our history, if I do not teach history seriously while uplifting the vision, nothing will change. If the white faculty members only perform and not commit, nothing will change.

Continue to wallow in the past as determinative.

Don't forget about the past, the problematic issues while staying comitted to the process of transformation. And have the courage to do the exterior and interior work required along the journey.

Do not provide alumni any information besides donation requests and campus highlights





Continue to tokenize	Using white scholarship exclusively in the curriculum	Centering white theology
Finger-pointingFearNarrative of scarcity	Maintain the idea that we are not all one, but each are on a scale that we have created in our culture.	Always look forward and never look back
continue demonizing Black people	Act like we have "done enough"	Continuing to hoard information





Maintain siloed work styles.

Conversations remain among those "favorite" or token students, faculty, & staff rather than including others

Cling to past systems or ways of doing things.

Avoid community events.

Disappear or token students, faculty, & staff rather than including others

Us against them mentality

Plow forward without acknowledgment or apology for past wrongs.

Stay performative.

Stay performative.

doing nothing to increase trust





Not sure I'm clear about this question

continuing to demonize or heroize Black administrators

Maintain defensive posture

by problematizing the centering of Blackness, Black people, and Black voices.

Failing to realize that the Black-white binary is generative (Moten) and essential to the liberation of all.

continue to keep barriers within the various community groups

Not advocating for change in PCUSA and COTE

keep doing good work on the side and mediocre work shared with all

We have to change, and stay focused





Maintaining the Board's commitment to be apolitical

continue to allow supervisors and staff to ignore opportunities for education and engagement with issues surrounding race on campus

If we do not revisit the recent turmoil (2019-2020) about letting go of REM faculty staff members and ensuing protests from Coalition and keep silence, and denigrate these protesting voices, no change. The whites never give up privileges, &no change.

Not follow through on commitments we've already made (such as faculty teaching and learning commitment, EDI Council)

Continuing to ignore the complexity of our history





Maintain relationships at CTS as an alumni	lean into difficult conversations	refuse to harden our hearts
develop better boundaries	therapy	Pray for an open mind and heart
Be quiet, listen and learn from others	embrace intersectionality	decolonize





Truest welcoming discussion and education regardless of last hurt

Be a part of the change

eat more meals together

President's council listen to faculty, staff, and students in transparent, open, regular way

Acknowledge and repent of where I've fallen into the pattern of the toxic narrative we're trying to heal (including reaching out directly to those I've hurt).

Different model for Imagination and Resilience class.

Be present and engaged

develop real relationships with Black people - not just when it is convenient to do so, but when it is uncomfortable. allyship is hard work that is built outside of moments of crisis...

resist all binaries (race, gender, denomination, citizenship, etc.)





Changing Pedagogy of ineffective professors

Seek out opportunities to partner with people I haven't partnered with before.

Listen with openness to each person's truth

Advocate for student involvement in all levels of decision making (and not just one student on the Board)

Listen for the quieter voices and value them as equal to the loud voices

Start assuming positive intent. Look for and celebrate the good.

LISTEN---then act.

I will keep teaching history so that we read and write history representing diverse voices, privileging the hitherto silenced or forgotten. I will continue to work with all members of the faculty and staff professionally if not socially,

lead with curiosity and compassion





coalition building

learn the difference between responding and reacting.

Reform Imagination and Resilience Class

Advocate for cross-disciplinary conversation and education

Focus on intercultural engagement along with interracial conversations

Support and encourage the work of Black faculty

build intentional communities of care

require that every student, faculty, and staff member takes Dr. Riggs's course on nonviolent communication choose and expect kindness and benefit of the doubt





expect respect	expect transparency
educate others who inquire	Have midterm evaluations for professors not just final evaluations of the course
Do my internal work	
	Make way for unheard voices

Educate myself and not rely on the Black community to educate me

Require supervised ministries in unfamiliar, diverse contexts from students life experience.

Imagine how the collective power gain from the new narrative will exceed the individual/group power loss from loss of the old narrative.





talk and listen to each other regularly Assume chapel, forum and gatherings are PART OF staff work. Hold CTS accountable Unsure. Only interactions with CTS are when I run into folx at Continue to ask questions conferences or CTS is an exhibitor at conferences.

Develop checks and balances system to check the work of OSACL and the dean so no one has too much power

Open and clear communication

Construct team projects among diverse groups of students.

grow and change! better habit forming





Chaplin on Campus for Christ's sake - exhaustion / spiritual care needed for all

As an alum, advocate more and support the current students more

Remember the difference between humility vs. humiliation.

Encourage REM students to network across black-Asian and intro-Asian divides. Encourage them to be connected with outside communities of racial justice work and ministry.

Change the name of Explorations! So that we are not "explorers."

Change the way BIPOC texts and voices are presented from "other" to central, and equal.

Welcome and celebrate individual differences

Black voices leading some of the Office Hours offerings!

If I see something I will say something.





Act with intentionality to engage others, listen, listen, listen with respect.

Reform the MDiv curriculum so there's space for PC(USA) students to take more racially-focused classes as part of the program

Continue to be in conversation with each other about how white privilege affects the marginalized.

Make a purposeful path for these conversations to reach the churches we serve... as models, invitations, etc.

Structures/resources I would make more diverse courses/theologies/programs in place.

Being intentional about listening to persons whose lives experience the institution is leaning into, resisting the urge to assume understanding without conversation

Reform the I&R, Explorations, Capstone program to more directly engage in intercultural work

Continued discussions on tough issues like white privilege and how marginalization affects everyone.

EDI reconvene with accountability





more diverse donor base	Change curriculum/academic programs	more diverse advancement and alumni relations team
increase feedback practices and see feedback as opportunity not threat	Change the curriculum	I love the informal-ness, but if you invite one student to your house, you should also offer the entire class the opportunity.
learn to value the both-and	Scrap I&R and start over!	Stop participating in the racist IDI





Leadership to think through upward mobility for administration so that everyone can continue to grow if they like

Try to representing CTS in my publications and academic conferences without a sense of shame. Keep studying the current BLM discourses and learn from them. Go beyond the Count Our Days and encourage William Yoo' as new generation Americanist.

Hire a chaplain

Give cleaning staff a raise. Treat them as equals.

Recognize that black identity can come in different cultural and religious experiences. le not all black people have "black church" experience

