

Cultural Learning Taskforce Report

03/29/2016

CHARGE FROM DR. BROWER

Gather a taskforce comprised of Bob Brower, Sandy Soohoo-Refaei, Brian Becker, Jeffrey Carr, Holly Irwin, and Jim Daichendt

- What are the top 3-5 priorities for cultural learning, both curricular and programmatic?
- What are the highest order strategies to move toward outcomes?
- How do we assess this?

SUMMARY OF TASK FORCE ACTIONS

Sandy calendared four taskforce meetings with the following attendance:

- 2/9/16: Sandy Soohoo-Refaei , Holly Irwin, Jeffrey Carr, Brian Becker
- 2/16/16 Sandy Soohoo-Refaei , Jim Daichendt, Brian Becker
- 3/3/16 Several were unavailable for this meeting day/time. A Google doc was created for collaborative brainstorming.
- 3/21/16: Sandy Soohoo-Refaei, Holly Irwin, Jim Daichendt, Jeffrey Carr, Brian Becker

KEY DOCUMENTS

- PLNU Vision 2025 chart
- PLNU Institutional Learning Outcomes
- AAC&U Global Learning Value Rubric
- AAC&U Intercultural Knowledge and Competence Value Rubric
- FITT Cross-Cultural Immersion Experience Requirement Report

TASK FORCE RECOMMENDATIONS

- **General Education Revision (mid-term goal, post WASC review)**
 - o Intercultural competency can and must be represented as both robust course offerings/requirements in a revised GE as well as challenging learning outcomes woven into many courses throughout the curriculum.

Assessment: The number of courses that adopt intercultural learning outcome(s) provided. The number of intercultural dialogue courses offered/created and included in flexible GE requirements.

- **Academic Plan (short-term to mid-term)**

- Jim and Holly will recommend an initiative to the academic plan that will encourage intercultural awareness and course creation. Many of our new CEL programs already have a course on intercultural awareness. Can undergraduate curriculum follow this example?

Assessment:

- **Intercultural Experience Requirement (mid-term)**

- Through participation in one of the following activities to advance the PLNU mission and to get students out of their comfort zone:
 - Border Pilgrimage, Ministry with Mexico, Spring Break Build
 - Center for Justice and Reconciliation action projects
 - CID Projects (such as a recent volunteer consulting work to help a church in Australia)
 - LoveWorks
 - Study Abroad (including faculty-led, student/faculty exchanges and other international initiatives. Expand partnerships around the world)
 - Community Classroom (newly approved CC certificate program)
 - Other volunteer and service opportunities
- A commitment to service: Students will be able to articulate their plans to perform service to advance social justice and peace in the world after graduation, aligning their PLNU education with vocation
 - In all majors, make this the exit assignment (such as an essay, journal or other form of expression) so that students can show their understanding of self, valuing others, and commitment to contribute to the world.

Assessment: Each of the program areas are already assessed against program learning outcomes. The requirement and essay/journal assignment will also be assessed against learning outcomes.

- **Campus Programming & Faculty/Staff Dialogue (both short-term/long-term)**

- Rather than a 'canned sensitization training', bring intercultural awareness boldly to the forefront in staff and faculty meetings. Sustain these efforts with ongoing information and education programs. This must be a multi-year ongoing commitment. Presentations should be made by visiting speakers who are expert in higher education and intercultural awareness and/or by our own community members.
 - Presentations should include/encourage small group discussion or discussion in departmental workgroups with an imperative to report discussion themes back.
- Begin offering simultaneous translation at all-staff meetings. MCS is pursuing translation for the rebranding initiative. PLNU should purchase translation equipment and consistently demonstrate that all staff members matter in the conversation.
- Make consistent communication from senior leaders that PLNU is a place that celebrates cultural diversity and intercultural partnership.

- Promote what was the Encuentro Summer Camp as a Christian faith & intercultural/interracial dialogue experience for high school sophomores and juniors. Diverse PLNU students will serve as camp counselors and discussion group leaders, similar to the former SALT Mission Camp in Baja California.
- Provide incentives for all academic departments, administrative units, and student organizations and groups to incorporate cultural learning into their goals and objectives. (Consider the motivation that friendly competition brings to the employee wellness initiative.)

Assessment: Post-event surveys on a limited basis. Campus climate survey should show positive movement.

- **International Student Program**

- International students will become an integral part of PLNU, woven into the fabric of its community. Making room for students from all over the world will enhance PLNU's university environment and help our students, faculty and staff make friends from all over the world.
 - Offer incentives for rooming with an international student
 - Engage international students to share their perspectives in the classroom
 - Pair American and international students for collaborative research and learning projects

Assessment:

PARTIALLY AMENDED AAC&U INTERCULTURAL LEARNING VALUE OUTCOME STATEMENTS

Knowledge

- a. Cultural Self Awareness: Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences of **intercultural power dynamics** have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description **and deeper Christian response.**)
- b. Cultural Worldview Framework: Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

Skills

- a. Empathy (Perspective-Taking): Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.
- b. Verbal/Nonverbal Communication: Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use

direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding (and promote Christian social justice?) based on those differences.

Attitudes

- a. Curiosity: Asks complex questions about other cultures and intercultural power dynamics, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.
- b. Openness: Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.

Concepts either minimally present or lacking in the AAC&U rubric:

- Christian call to social justice
- Power/racism
- Cultural dominance/privilege
- Subjugation of one culture/people group by another/others