



DIVERSITY PLAN: FACULTY, STUDENTS, & STAFF

Engaging Cultural Diversity & Inclusion at Point Loma Nazarene University

KNOWLEDGE * AWARENESS * EMPATHY * INTERCULTURAL COMMUNICATION

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Developing Intercultural Capacity and Competency

“A set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.”

(Bennet, J.M. 2008. Transformative training: Designing programs for cultural learning. AAC&U VALUE Rubric.)

FACULTY: TEACHING & SCHOLARSHIP

What is the level of faculty expertise and scholarship in diversity-related areas? Do the faculty demographics reflect the diversity of the student population? What type of professional development do faculty receive to enhance intercultural competence? What is the level of faculty participation in campus diversity initiatives?

Area of Engagement	Outcome	Measures	Criteria	Actions	Responsible Areas	Timeline
Culturally Responsive Pedagogy	Improve intercultural competence	IDEA, NSSE, SSI, CSS, DLE	Improvement in particular survey questions related to classroom interactions.	Offer workshops on culturally responsive pedagogy in New Faculty Seminar and part of ongoing CTL training.	New Faculty Seminar, Center for Teaching & Learning, Faculty Committee on Diversity	2017-2020
Faculty Scholarship	Enhance visibility of cultural diversity-related faculty scholarship	Number of opportunities for diversity-related scholarship to be presented on campus and highlighted in external communications	Growth in number of opportunities.	Work with MCS to develop a plan to continue to have this scholarship an intentional part its feature rotation, Faculty Committee on Diversity and Diversity Council to plan specific events for faculty and students where diversity-related scholarship is presented	Faculty Committee on Diversity, Marketing and Creative Service Diversity Council	2017-2020
Global & Local Engagements	Increase faculty participation in global and local intercultural engagements (teaching, service or research)	Number of faculty who have participated these experiences.	Increased number of faculty participating.	Create a system of centralized tracking of these engagements, add this type of participation to the faculty development plan.	Office of Global Studies, Faculty Committee on Diversity, Diversity Council, Center for Justice & Reconciliation, Love Works, Ministry with Mexico, International Ministries, Border Pilgrimage, Center for Int. Development, Faculty Development Committee	2017-2020

CURRICULUM: DEVELOP AND PROMOTE QUALITY DIVERSITY-ENHANCED CURRICULUM AND PROGRAMS

What exposure do students have to diversity-enriched curriculum and programming? Do students of under-represented populations, including first-generation and socioeconomic class, tend to select certain majors, and why? How are these programs reviewed? What do the findings tell us? Is there a difference in persistence, retention, and graduation rates, and why? Where is there room for continuous improvement?

Area of Engagement	Outcome	Measures	Criteria	Actions	Responsible Areas	Timeline
Undergraduate Curriculum: General Education (traditional, humanities honors and ADC)	Increase clarity of intercultural material in the syllabus, assignments and assessments of GE classes that assess GELO 2.c	GELO 2.c assessment in relevant courses DLE	Thresholds set by department DLE question: Students recognize that they have had two or more experiences.	Monitor GELO 2c outcomes in relevant courses, Faculty Diversity Committee monitors offerings & reports to relevant stakeholders	GE Committee, PARC, Faculty Committee on Diversity	2016-18
Graduate	Maintain intercultural component in graduate programs.	For each program where it is appropriate, the intercultural component should be identified and assessed	Thresholds set by departments	Audit graduate programs (completed)	Academic Units, PARC, Faculty Diversity Committee, GESC	2016-18
LEAP	Continue retention and persistence of LEAP students	Retention Rates, Graduation rates	Monitor LEAP retention, persistence, GPA, & graduation rates, close the loop on success data	Continue to update & revise LEAP programming based on assessment	LEAP, Student Engagement & Retention, Tutorial Services, Multicultural & International Student Services	2017-2020

CO-CURRICULUM: LEARNING, ACCESS, INCLUSION, & SUCCESS

What type of co-curricular programming is available to empower diverse students who are waiting to be engaged? How are these co-curricular programs reviewed? How do we carry out our goals of inclusion, equity, access, and the development of intercultural competence to ensure a rich learning environment for students from diverse backgrounds? How can we improve our recruitment and retention of students of diverse backgrounds?

Area of Engagement	Outcome	Measures	Criteria	Actions	Responsible Areas	Timeline
Global & Local Engagements, Real-World Learning Experiences	Increase visibility of activities and increased faculty student participation	NSSE, DLE, SSI, CSS, Alumni Survey, Program Reviews, Student and faculty participation data	Set by Office of Global Studies, Spiritual Development, and Student Development,	Continue to update web presence and marketing, establish faculty contacts, encourage student interest & participation, gauge the latter via survey to academic units	Advisory Group for Office of Global Studies, Faculty Diversity Committee, Multicultural & International Student Services, LoveWorks, General Education Committee	2016-18
Spiritual Formation in a Community Context	Deepen integration of cultural knowledge & intercultural skills with student life student training	Set by Spiritual Development and Student Development	Set by Spiritual Development and Student Development	Chapel services with diverse speakers, student leadership training, intercultural programming, alpha groups, small groups in residence halls, collaboration with MOSAIC clubs, international and local ministries	Spiritual Development (Ministries, Chapel), Student Development (Clubs, Residential Life), Center for Pastoral Leadership, Center for International Development, Wesleyan Center	2016-18
Helping diverse students to obtain internships	Increase emphasis on of the importance of and opportunities for internships for diverse students to improve retention	Retention rates, Number of diverse students participating in internships	Retention rates set by the university Participation rates set by Office of Strengths & Vocation	OSV engages internship coordinators	Office of Strengths & Vocation, Academic Programs, Multicultural & International Center	2016-18
Recruitment of Diverse Students	Maintain cultural diversity of students	Percentage of diverse students	Maintain diverse traditional UG of at least 40% and overall institutional student diversity between 40 and 50%.	Admissions determines	Admissions, Marketing and Creative Services, Academic Units	Sustained
Persistence, Retention, Graduation Rates of Diverse Students	Increase rates of persistence, retention, and graduation among diverse students	Retention and graduation data	80% 6-year graduate rate, 40% diverse undergraduate demographics; close achievement/late-attrition gap by 2 points.	Determined by multiple areas of campus including Enrollment, Student Development (RA Training and Student Conduct – Growth Plan), Spiritual Formation, Academic Units	Enrollment and Retention Task Force, Diversity Council, Faculty Diversity Committee, Engagement & Retention Committee, Multicultural & International Student Services	2017-2023 per Retention Task Force

FACULTY AND STAFF

How much does the faculty and staff reflect the diversity of the student population? How diverse is the exempt staff? How diverse is the non-exempt staff?

Area of Engagement	Outcome	Measures	Criteria	Actions	Responsible Areas	Timeline
Diverse Faculty Recruitment & Retention	Recruit & retain outstanding faculty of diverse backgrounds; monitor campus climate for potential faculty recruitment & retention concerns	Better reflect student demographics & constituents served by the university.	Increased diversity in search pools and tenure-track hires	Review job ad language, job postings + databases, develop & provide training to develop additional skills in intercultural competence in the workplace including culturally responsive mentoring .	Human Resources, Academic Unit Leaders, Faculty Search Committees,	2017-2020
Diverse Staff Recruitment & Retention	Recruit & retain outstanding staff of diverse backgrounds; monitor campus climate for potential staff recruitment & retention concerns	Better reflect student demographics & constituents served by the university.	Increased diversity in search pools and staff hires	Review job ad language, job postings + databases, develop & provide training to develop additional skills in intercultural competence in the workplace including culturally responsive mentoring .	Human Resources, Unit Managers, Search Committees	2017-2020

CAMPUS CLIMATE & INTERGROUP RELATIONS

How do internal and external stakeholders perceive & experience diversity on campus? How do we ensure inclusion, equity, and access across various areas of the university? What is our institutional history with regard to diversity and intercultural competence? What does the data tell us about our campus climate? Where is there room for continuous improvement?

Area of Engagement	Outcome	Measures	Criteria	Actions	Responsible Areas	Timeline
Revisit Diversity Mission & Vision	Update mission and vision for diversity	Not applicable	Not applicable	Vetting by President’s Cabinet, Diversity Council, Faculty Committee on Diversity, publish on website and relevant public documents	Task Force for Intercultural Capacity and Competence, Diversity Council, Faculty Committee on Diversity	2016-18 In draft form
Training for Intercultural Competence	Increase intercultural competence	Yet to be determined	Set by relevant campus stakeholders	Develop and/or select HR Training in Intercultural Competence for New Employees, Training in New Faculty Seminars and CTL Training events, and plan for reinforcing training & development for continuing employees	Diversity Council, Faculty Committee on Diversity, Human Resources, Chief Diversity Officer, Center for Teaching & Learning	2016-2020
Perceptions of Diversity, Inclusion, Access, Equity	Demonstrate positive perceptions of climate from students, faculty and staff	Alumni Survey, Campus Climate Survey disaggregated (students, faculty, staff)	Set by relevant campus stakeholders	Set by relevant campus stakeholders	Creative Marketing Services, External Relations	2017-2020
Campus Incidents of Hate Crimes & Grievances	Keep to a minimum hate crimes and grievances	Public safety reports	Set by Public Safety	Set by Public Safety Committee & responsible areas; monitor public safety data, act on the data	Public Safety Committee, Diversity Council, Faculty Diversity Committee	2016-2020

Headings adapted from the framework designed by Dr. Daryl G. Smith, author of *Diversity’s Promise for Higher Education*.

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