



ENGAGING CULTURAL DIVERSITY AT POINT LOMA NAZARENE UNIVERSITY

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Committee on Faculty Diversity*
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COMMITTEE ON FACULTY DIVERSITY

PER FACULTY HANDBOOK 10/16

Major responsibilities:

Review issues of diversity that may enhance curriculum, instructional effectiveness, and the mentoring of diversity students.

Review practices and issues of climate that support/hinder the recruiting, hiring, mentoring, retaining, promoting, and tenuring of diversity faculty.

Identify and review ways to mentor diversity faculty for positions of administrative/university leadership.

Report findings to the Diversity Council, the Chief Diversity Officer, and the Provost.

Make recommendations related to diversity issues to existing committees and councils in harmony with the Diversity Council.

SECTIONS OF THIS PRESENTATION

Statement on
Diversity

PLNU Strategic
Areas

Faculty
Recruitment &
Retention

Curriculum
Review &
Assessment

Culturally
Responsive
Pedagogy

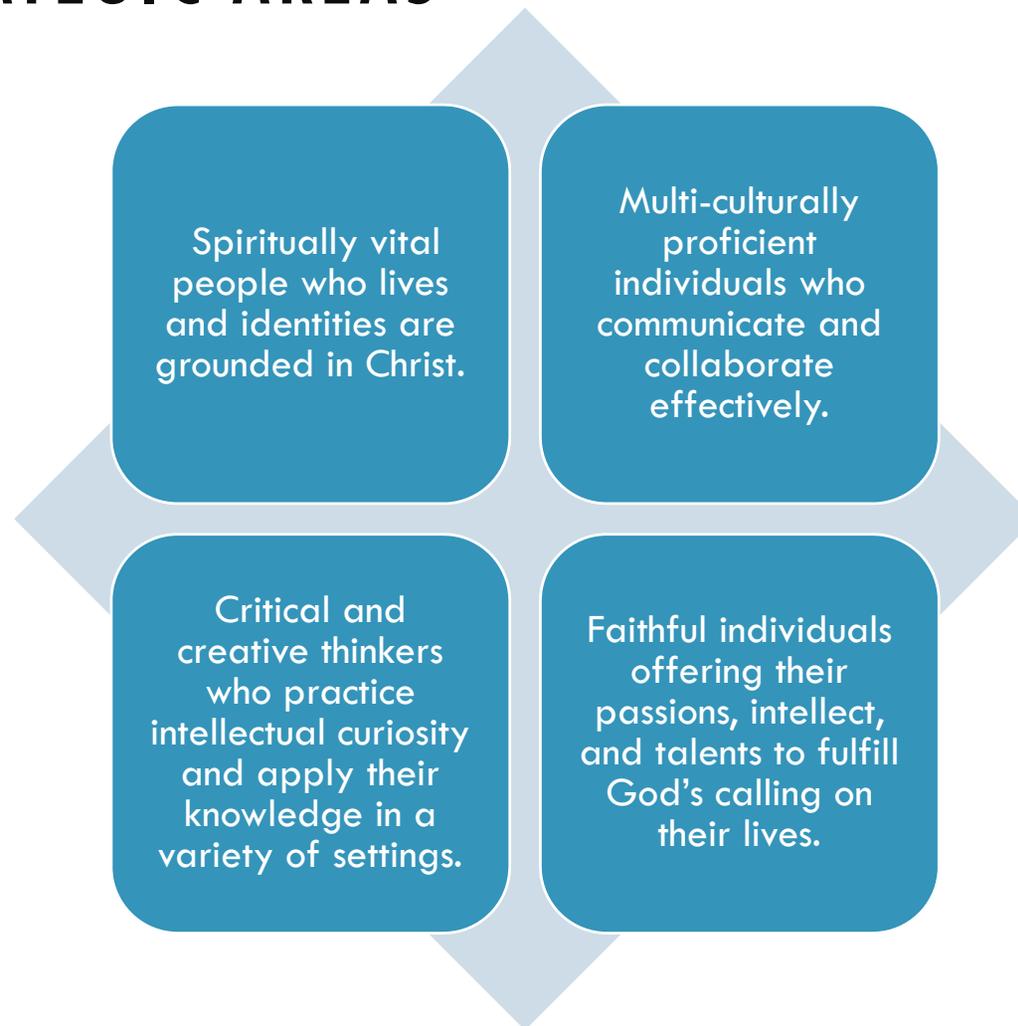
A STATEMENT ON DIVERSITY AT PLNU

DIVERSITY COUNCIL IS UPDATING

"PLNU recruits and employs women and men from a variety of cultural, ethnic, and socio-economic backgrounds as students, faculty, and staff. A willingness to hear and learn from many diverse voices is foundational to a Christian liberal arts education and prepares students to become truly educated people, equipped to live in a diverse society and world."

Source: <http://www.pointloma.edu/experience/offices/academic-affairs/office-president/diversity>

PLNU STRATEGIC AREAS



ACADEMIC INITIATIVES PLAN

1) Develop Intercultural Capacity and Proficiency

Create ways for students and faculty to develop intercultural competence in light of both the ever changing demographic and generational nature of our student population.

What realistic ideas might you suggest as initiatives under either of the items in this category?

Create a diversity framework that can be utilized to organize strategies and assessment of diversity issues across campus. Draft Completed.

What is a suggested timeline for any of the ideas that you have suggested?

- 1) Develop a Mission and Vision for Diversity at PLNU- Cabinet (possible task force) Oct/Nov 16
- 2) Based on Mission and Vision, modify and fill in the elements on the diversity framework draft document. This involves work with multiple responsible parties as indicated in the framework document. Spring 17
- 3) Begin to implement the diversity framework by carrying out identified tasks and strategies or creating initiatives that address relevant categories aligned with the diversity framework document. Fall 17 and ongoing



2016-17 Academic Plan: Area Initiatives

Engaging Cultural Diversity & Inclusion at Point Loma Nazarene University

KNOWLEDGE & AWARENESS * EMPATHY * INTERCULTURAL COMMUNICATION * OPENNESS

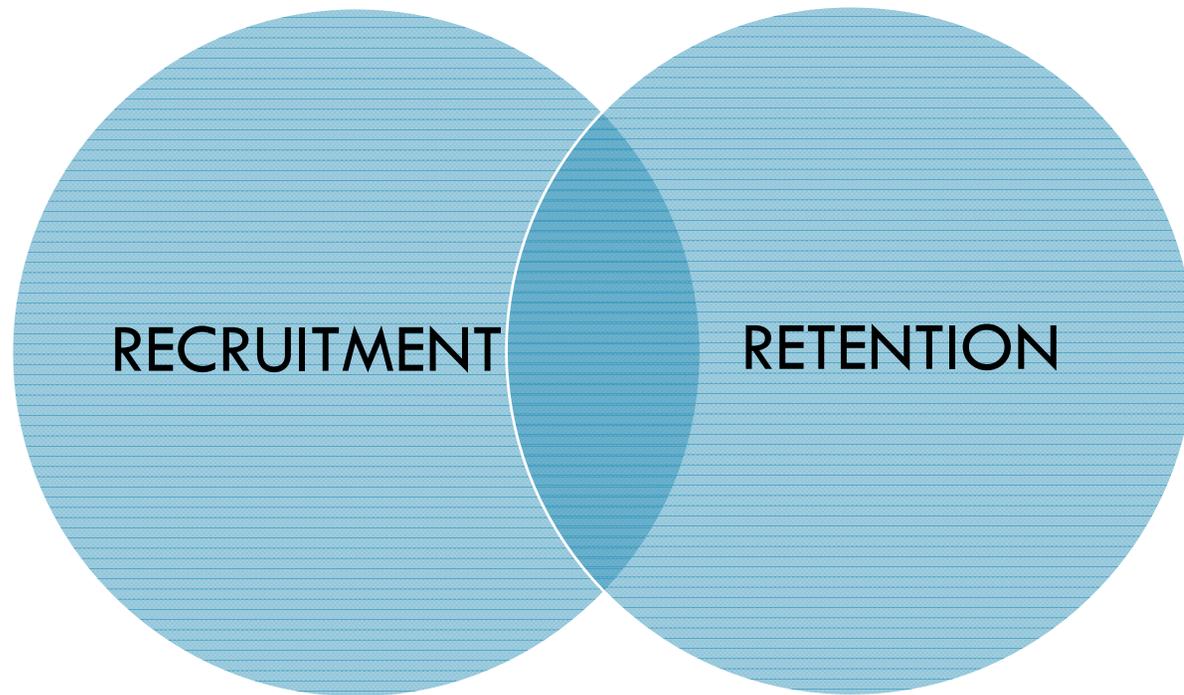
Intercultural Knowledge & Competence

“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
Faculty Scholarship	Enhanced visibility of cultural diversity-related faculty scholarship	Number of diversity-related faculty publications & presentations	Yet to be determined	Monitor thru RASP + Wesleyan projects, Faculty Scholarship Day presentations	Faculty Diversity Committee, Center for Teaching & Learning	Ongoing
Faculty Recruitment & Retention	Recruit & retain outstanding faculty of diverse backgrounds	Mirror student demographics, improved faculty retention for under-rep. pops.	Determined by Faculty Search Committees	Review job ad language, job postings + databases, mentoring, training, opportunities, improve campus climate for faculty recruitment & retention	Human Resources, Faculty Search Committees	Ongoing
Culturally Responsive Pedagogy	Improved competence	IDEA, NSSE, SSI, CSS, DLE	Yet to be determined	Include workshops on culturally responsive pedagogy for New Faculty Seminars & Faculty Scholarship Day (Fall/August + Spring/January)	New Faculty Seminar, Center for Teaching & Learning, Faculty Diversity Committee	Ongoing

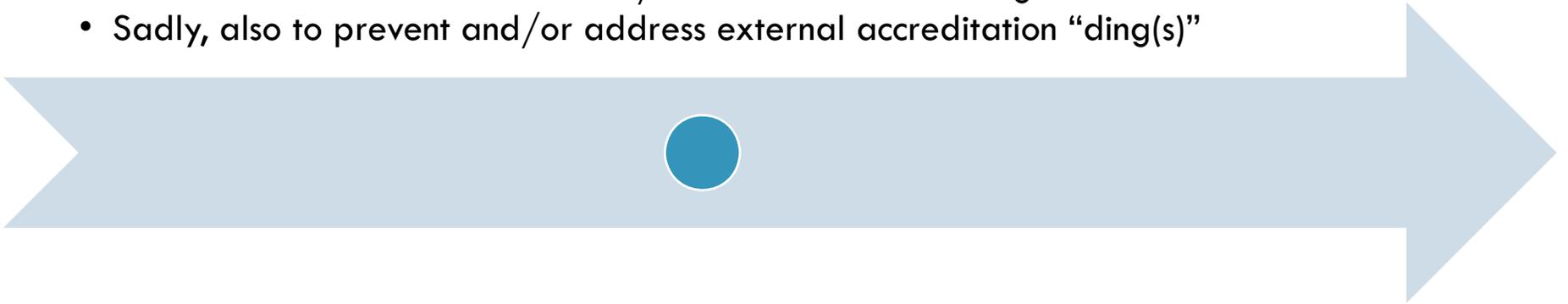
FACULTY RECRUITMENT & RETENTION



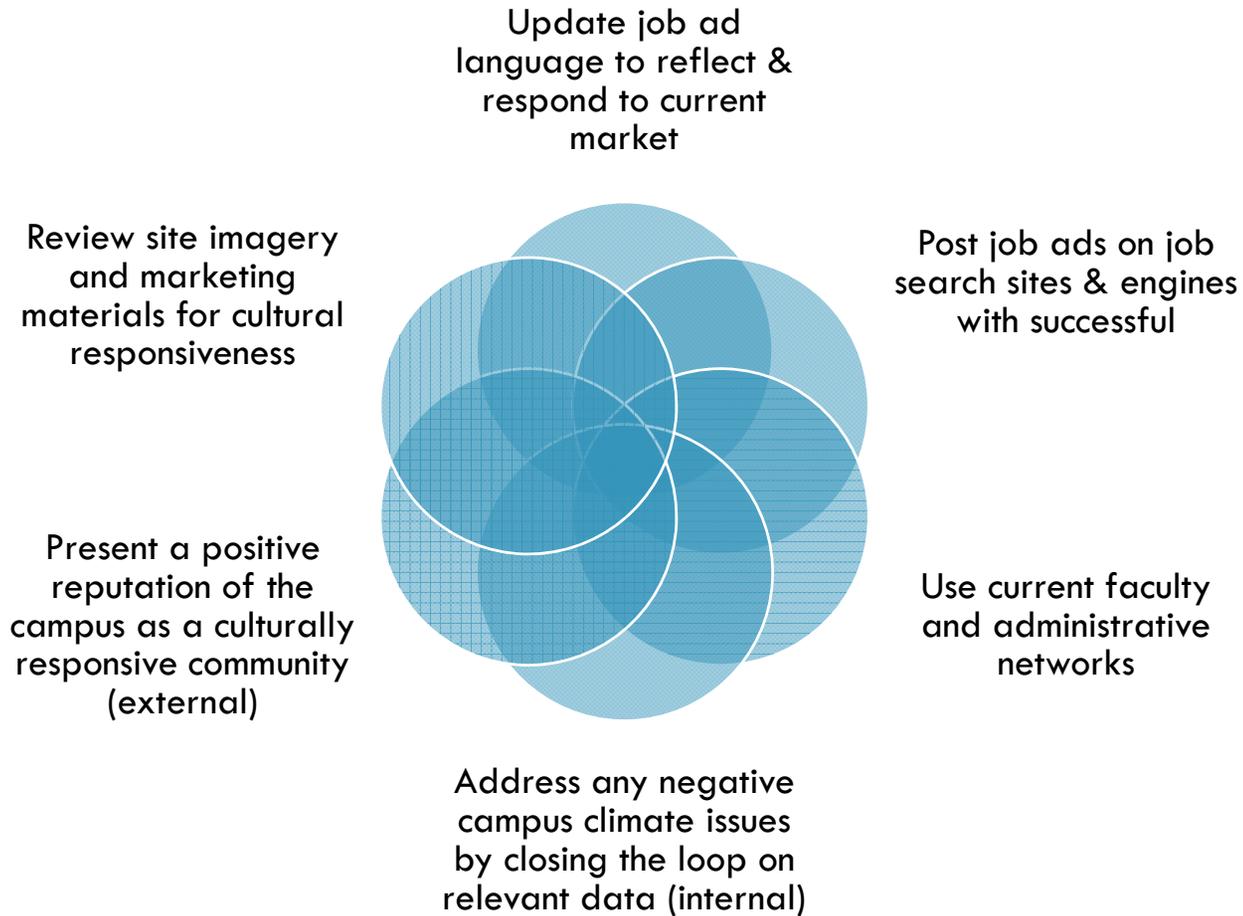
FACULTY RECRUITMENT

Reasons why colleges desire to recruit culturally diverse faculty

- Mirror student demographics
- Enrich the learning community through cultural diversity
- Affirm & demonstrate a missional / core value of the college
- Sadly, also to prevent and/or address external accreditation “ding(s)”



WAYS TO RECRUIT DIVERSE FACULTY



FACULTY RETENTION

Factors contributing to faculty retention

- Christian mission, emphasis on teaching & service, mentoring students, desirable brand, sense of community, participation in governance, access to leadership, small size of institution, proximity to family and/or other desirable geographic factors, collegial relationships, celebration of expressive Christian behaviors (prayer, worship), seeking a more collegial environment than “publish or perish” larger research universities, scholarship opportunities that also inform teaching & service, work-life balance resources, positive campus climate, positive faculty morale, strong university strategic plan, salary satisfaction

Employees stay when they are:



Paid well



Mentored



Challenged



Promoted



Involved



Appreciated



Valued



On a mission



Empowered



Trusted

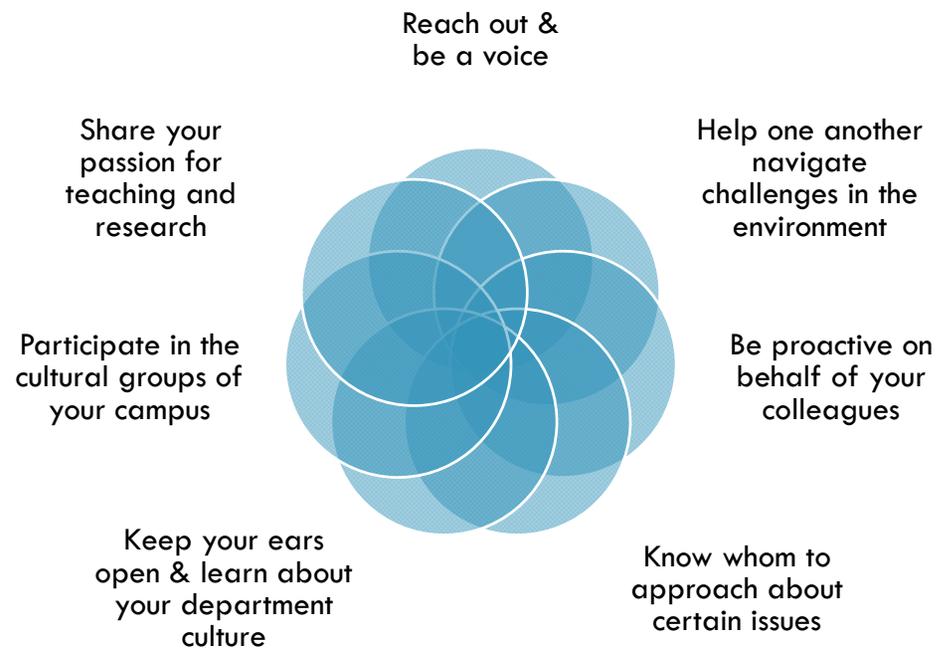
FACULTY RETENTION

Factors contributing to faculty attrition

- interracial tensions, microaggressions, systemic biases and privileges, i.e. favoring employees via birthright legacy over professional competency and spiritual fit, “buddy systems” based on exclusion, isolation, lack of allies and/or advocates, challenges navigating department politics due to lack of informal information and access to authority, differential treatment & marginalization, personal experiences & perceptions undervalued, constant questioning of professional role, committee assignments based on tokenism rather than professional expertise, lack of visibility due to exclusion, work-life balance issues, persistent “misreading” and “stereotyping” by majority culture, working harder to earn credibility as a scholar and/or authority figure, reluctance to “play the game,” lack of accessibility to people of influence due to “outsider status,” hesitation to “rock the boat” due to lack of social network and collegial support, latent negative messages about “who belongs,” departmental culture of “fit” based on exclusion, low morale, salary dissatisfaction

Adapted from a presentation by Dr. Pete Menhares, former Associate Provost of Diversity Leadership at Biola University; plus Piercy, Fred and Valerie Giddings, Katherine Allen, Benjamin Dixon, Peggy Meszaros, & Karen Joest. “Improving Campus Climate to Support Faculty Diversity and Retention: A Pilot Program for New Faculty.”

ENGAGING A CULTURALLY DIVERSE COMMUNITY



ACTION STEPS: MAKE A DIFFERENCE

Take advantage of professional development opportunities.

Form your own reading group about a subject you care deeply about.

Volunteer to participate on committees.

Reach out and make friends on campus.

Even if you don't have a mentor, seek to mentor others, including your students.

Actively model the type of behavior you wish to see in colleagues & students.

“Be the change you wish to see in the world.” (Attributed to Mahatma Gandhi)

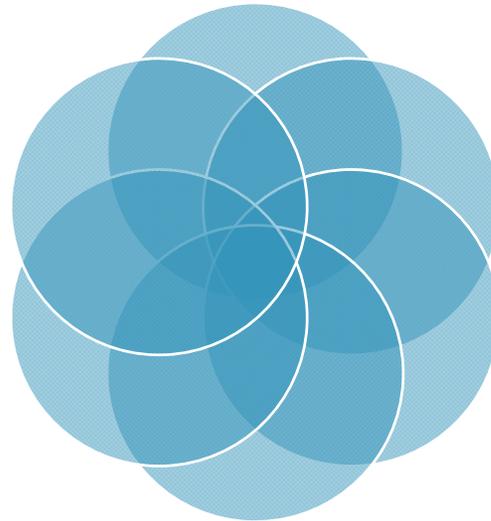
Be a voice and speak up for others in your community, as well.

DIVERSITY-ENHANCED CURRICULUM

Periodically review
& monitor diversity-
related offerings in
programs and GE.

Report out to
relevant committees
(GE Committee,
Academic Council,
Diversity Council).

What can we do to
improve the
curriculum?



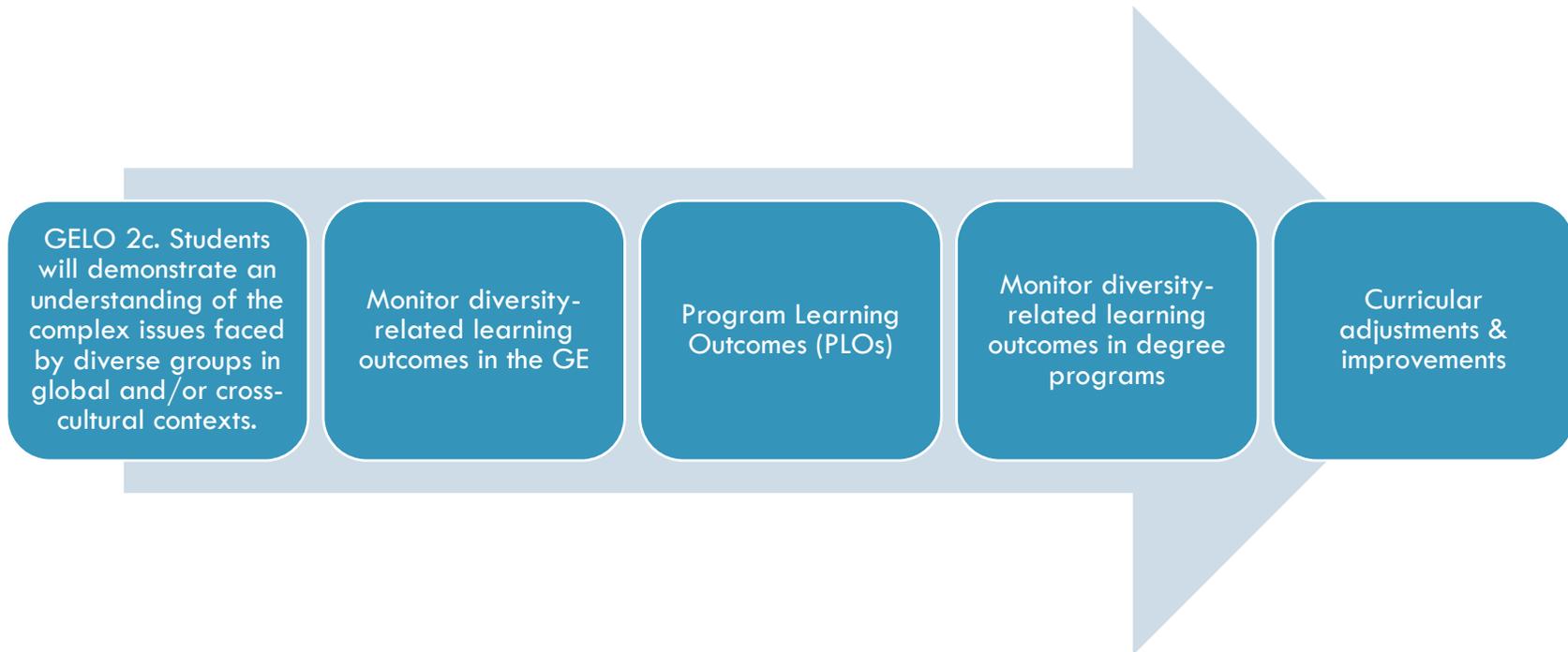
What would you
like to know?

What are we
looking for... that
will be useful?

How often should the
curriculum be
reviewed?

GENERAL EDUCATION LEARNING OUTCOMES

GELO 2C IS DIVERSITY-RELEVANT



GE ASSESSMENT WHEEL

[HTTP://ASSESSMENT.POINTLOMA.EDU/ACADEMIC-ASSESSMENT/GENERAL-EDUCATION/](http://assessment.pointlooma.edu/academic-assessment/general-education/)

Evidence of Student Learning

General Education supporting documentation, in the Evidence of Student Learning section of the Wheel, contains the history of GE assessment, assessment results and the analysis of the data supporting the evidence that students are achieving the GE Learning Outcomes. The supporting documentation for General Education assessment has been gathered over the last ten years and is summarized in the Evidence section of the Assessment Wheel.



Program Learning Outcomes

- [GELO 1.a_2015-2016_LJML_Writing](#)
- [GELO 1.b_2015-2016_Communication & Theatre](#)
- [GELO 1.c_2015-2016_LJML_Information Literacy](#)
- [GELO 1.c_1.d_2015-2016_Biology](#)
- [GELO 1.d_2015-2016_FSB](#)
- [GELO 1.d_2015-2016_SOTCM_Philosophy](#)
- [GELO 1.e_2015-2016_Chemistry](#)
- [GELO 1.e_2015-2016_Mathematics](#)
- [GELO 1.e_2015-2016_Physics & Engineering](#)
- [GELO 2.a_2015-2016_Family & Consumer Sciences](#)
- [GELO 2.a_2015-2016_Kinesiology](#)
- [GELO 2.a_2015-2016_Psychology](#)
- [GELO 2.b_2015-2016_Art](#)
- [GELO 2.b_2015-2016_Communication & Theatre](#)
- [GELO 2.b_2015-2016_LJML_Literature](#)

PLNU GELOS

As a learner-centered expression of our mission statement, the institutional learning outcomes describe how members of the Point Loma Nazarene University community will demonstrate learning, growing, and serving.

- GELO 1a. Written: Students will be able to effectively express ideas and information to others through written communication.
- GELO 1b. Oral: Students will be able to effectively express ideas and information to others through oral communication.
- GELO 1c. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.
- GELO 1d. Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.
- GELO 1e. Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

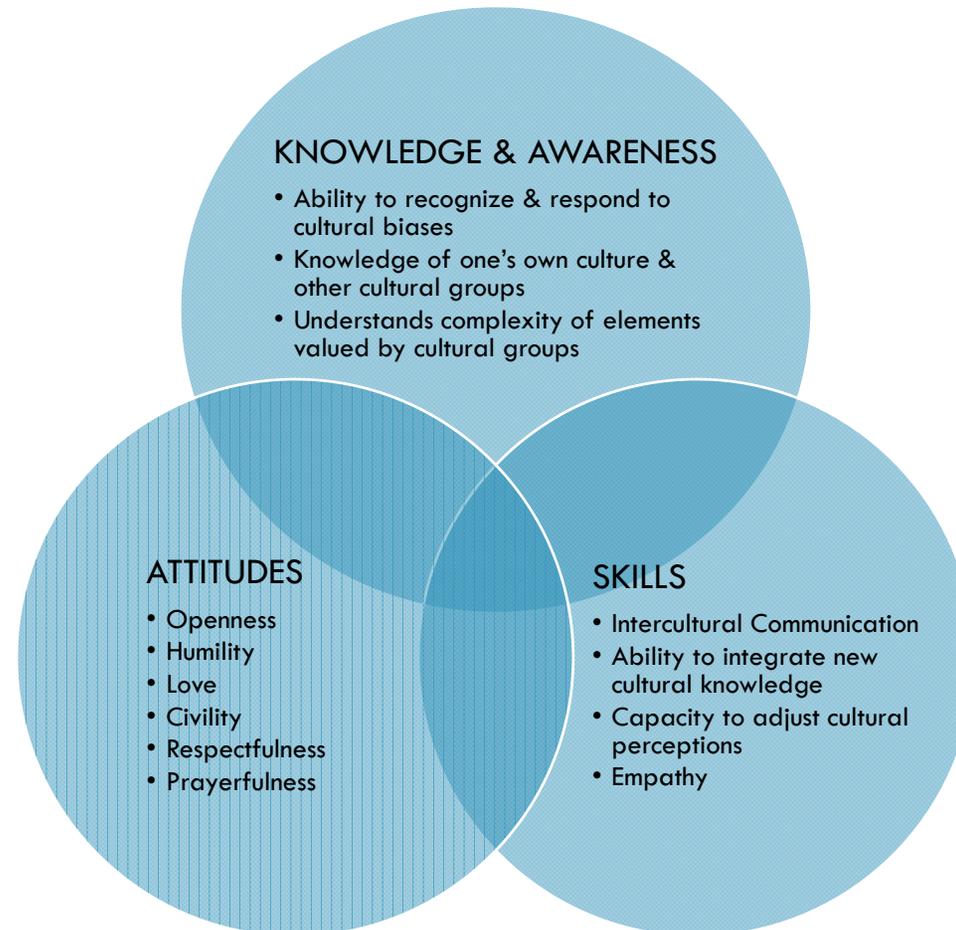
GELO 2a. Students will develop an understanding of self that fosters personal wellbeing.

GELO 2b. Students will understand and appreciate diverse forms of artistic expression.

GELO 2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

GELO 3. Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

INTERCULTURAL COMPETENCIES



Adapted from AAC&U's Intercultural Competence Rubric.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact valuel@aacu.org



Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	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.	Demonstrates adequate 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.	Demonstrates partial 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.	Demonstrates surface 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 <i>Empathy</i>	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.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	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 based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

CULTURALLY RESPONSIVE PEDAGOGY

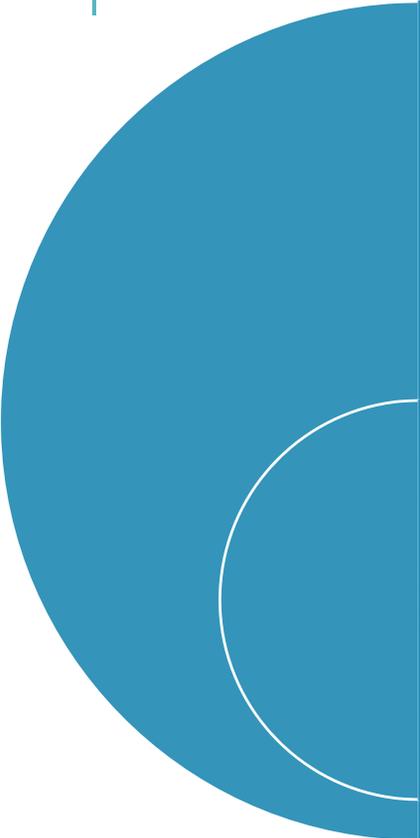
ENHANCING A LEARNING ENVIRONMENT WITH DIVERSE PERSPECTIVES



CULTURALLY RESPONSIVE PEDAGOGY

SKILL: IDENTIFYING & ADDRESSING MICROAGGRESSIONS

EXCERPTED FROM NEW FACULTY SEMINAR WITH DR. JEFFREY CARR AND DR. HOLLY IRWIN, FALL 2016



Identifying microaggressions

- Self-awareness about cultural biases
- Understand the negative psychosocial impact of microaggressions
- PAN the classroom
(P = Pay, A = Attention, N = Now)

Addressing microaggressions

- Use “safe rules” for healthy dialogue
- Avoid “ostrich’s head in the sand” or “looking the other way”
- Transform conflict into constructive “teaching moments”
- Ask questions to encourage more rational analysis vs. subjective judgments

BIBLIOGRAPHY

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Piercy, Fred and Valerie Giddings, Katherine Allen, Benjamin Dixon, Peggy Meszaros, & Karen Joest. “Improving Campus Climate to Support Faculty Diversity and Retention: A Pilot Program for New Faculty.” *Innovative Higher Education*, Vol. 30, No. 1, 2005 (C 2005), DOI: 10.1007/s10755-005-3297-z

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