

INTERCULTURAL AFFAIRS

PROGRAM REVIEW

2014-2015



PEPPERDINE UNIVERSITY
STUDENT AFFAIRS

SELF STUDY

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I. INTRODUCTION

A. Internal Context

As part of the Student Affairs Division, Intercultural Affairs (ICA) promotes social justice and equity to foster a safe and welcoming environment in which all Seaver students can learn and thrive. Adopting a Christian theological framework, ICA serves as a resource for students on the margins and as an advocate for important issues that advance learning and shape a climate of inclusion. As part of an original grant from the James Irvine Foundation in the early 1990's, Pepperdine first established the Cultural Enrichment Center with start-up funds. Over time, Student Affairs absorbed the Center's co-curricular initiatives, as the Center was dissolved. By 2003, Intercultural Affairs was established. Now, more than a decade later, ICA has a much broader reach. Serving Seaver students primarily, ICA partners with faculty and staff across the University to facilitate student development.

Intercultural Affairs offers services in five broad areas:

- 1) Training and Cultural Competency Education
- 2) Advising and Mentoring
- 3) Leadership Development
- 4) Student Development
- 5) Campus Programming

Since the last program review in 2009, ICA worked to address several recommendations to enhance the department:

- a) Intercultural Affairs moved to the Howard A. White Center (HAWC), which is a hub for student activity. In doing so, the department is more visible and accessible to students and the broader community.
- b) In spring 2014, ICA partnered with the Office of Institutional Effectiveness to conduct a Diversity and Cultural Awareness study that targets juniors and seniors as participants to assess their knowledge of diversity, globalism, and social justice.
- c) In 2013, Student Affairs reorganized a position in Student Activities to create a shared assignment, which allowed ICA to hire an Assistant Director who role spent 30% of the time supporting Intercultural Affairs initiatives with the remaining 70% focused toward supervision of the Inter-club Council. Approaching fall 2015, this position has been reassigned to ICA, which affords the office two full-time positions for the first time in its history
- d) ICA complements its larger-scale programming efforts with a series of smaller, more intensive programs.
- e) ICA serves as a primary resource to support the increasingly diverse student body in their transition to college.
- f) An Assistant Director position was added to support Interclub Council and Training and Education workshops for staff and student leaders.
- g) ICA has hired part-time graduate assistants to assist with student advising, office management, and program support.
- h) ICA's hallmark program, Loqui: A Celebration of Diversity and Inclusive Excellence has nearly quadrupled in attendance and has received campus wide attention.
- i) Intercultural Affairs created a theory-based, cultural competence training curriculum to expand its outreach and the effectiveness of its educational programs. ICA currently uses the training curriculum in First-Year seminars for new students, among various groups of student leaders, as well as Housing and Residence Life staff.
- j) In fall 2014, ICA convened a taskforce that would make recommendations to expand support and services for international students at Seaver College.

- k) ICA adopted the Diversity Peer Educators program, which trains student ambassadors to facilitate dialogue around diversity, equity, inclusion, and social issues.
- l) ICA serves as a liaison and mentor to Posse scholars to provide additional support towards the transition and matriculation through Pepperdine University.
- m) San Francisco Educational trip is our diversity education program that targets second year students.

B. External Context

Typically, Multicultural Affairs departments provide programs and services to advance the academic and personal growth of traditionally underserved students. These departments also work across the entire campus to create an institutional community climate of, access, equity, success, and inclusion. U.S. college campuses are becoming increasingly more globally-focused. When choosing a college, students who value working with diverse populations will consider student-body diversity in the selection process. U.S. News World Report conducted a study where to identify colleges where students are most likely to encounter undergraduates from racial or ethnic groups different from their own, leaving out international students and the overall mix of groups. In doing so they created an index where the closer a school's number is to 1, the more diverse the student population. The data was drawn from each institution's student body for the 2013-2014 school year where Pepperdine University scored a .66. This number demonstrates that high quality education today should include education about diversity both in the US and the globe.

As part of the strategic plan, Boundless Horizons 2020, the University has delivered on its efforts to increase institutional diversity in student body. At Seaver College, more than 50% of incoming students identify as students of color or international students. In addition, the international student population has risen to 9.9% with the largest proportion of international students from China.

As a result, the demand for our services has increased not only in the student body, but also among faculty and staff peers. Partnerships with faculty have increased in collaborative efforts to build cultural competency among student, thus impacting campus climate and working to foster inclusion. With the nation's rapidly changing racial and ethnic demographics, campuses much make the institutional improvements to service increasingly diverse populations. Educational programming, systemic integration of diversity education within the curriculum, and diversity training for faculty and staff are central to preparing students to lead lives of purpose, service, and leadership in a global society.

C. Mission, Purposes, Goals, and Outcomes

University Mission Statement

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.

Student Affairs Mission Statement

The mission of Student Affairs is to strengthen students for lives of Christian purpose, service, and leadership by providing high-quality co-curricular programs and services that promote student learning and development.

Intercultural Affairs Mission Statement

The Intercultural Affairs office (ICA) strives to connect, engage, and inspire Seaver College students through effective, educational programs, services and experiences that promote academic success and holistic development; build a diverse community of respect, learning, understanding, equity, and inclusion; and cultivate skills, friendships, and leadership capacity through meaningful engagement with peers, faculty, staff, and local communities. Together, these strategies aim to educate and prepare culturally competent graduates for purposeful lives devoted to Christian discipleship, service, mercy, and justice in local, national, and global contexts.

Intercultural Affairs Goals

The ICA office will provide students with excellent resources, advising, and educational programs, and services that enhance the educational experience for all students and foster a safe, welcoming, inclusive, and educationally stimulating campus environment. This environment will help students explore their own and others' various identities as well as provides academic, social, and cultural support. Adopting a Christian theological framework, ICA serves as a conduit for engaging the important issues that advance learning and shape a climate of inclusion.

Intercultural Affairs Learning Outcomes

1. To develop awareness and appreciation of common humanity and differences among individuals and groups to develop informed perspectives;
2. To deepen students' understanding of their own backgrounds, identities, and social groups to shape their perspectives, rooted in a Christian faith witness;
3. To encourage dialogue with others in a critical and reflective way that promotes fellowship, community, and collaboration;
4. To exhibit behaviors and practices from a faith-based worldview that promotes inclusion, equity, and social justice.

Alignment

As noted in the ICA mission statement, "ICA strives to connect, engage, and inspire Seaver College students through effective, educational programs, services and experiences that promote academic success and holistic development; build a diverse community of respect, learning, understanding, equity, and inclusion. " ICA's objectives are supportive of the University's strategic initiative #4 to increasing institutional diversity and to Pepperdine's mission to strengthen student's lives for purpose, service, and leadership. Intercultural Affairs' work aligns with the University's commitments and goals in numerous ways.

Loneliness and sense of belonging are significant concerns among Seaver students. With this in mind, ICA works to create programming that builds community and fosters fellowship. Inclusion is at the heart of ICA's program and services. Thus, ICA integrates principles and practices that embrace human diversity and promote equity and social justice. As a result, students participating in ICA programming and utilizing ICA resources are in a better position to engage in critical conversations that encourage collaboration and fellowship. Furthermore, the diversity education training for student leaders and staff and diversity peer educators program (Appendix 1) are good examples of how Intercultural Affairs impacts knowledge and learning inside and outside of the classroom. See Alignment Maps below:

Alignment Map (Purpose)

Core Commitments	Values	Learning Environment Outcomes	Institutional Learning Outcomes	Department Learning Outcomes
Purpose	Knowledge and Scholarship	Promote a vibrant, intellectual life that cherishes the liberal arts and graduate/professional education and which exhibits intellectual rigor and practical relevance.	Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline and engage in the process of academic discovery.	SLO # 3 To encourage dialogue with others in a critical and reflective way that promotes fellowship, community, and collaboration
	Faith and Heritage	Focus on the students and their whole development, educating the heart, soul, and mind, mission and values consistent with the University's.	Appreciate the complex relationship between faith, learning and practice.	SLO # 4 To exhibit behaviors and practices from a faith-based worldview that promotes inclusion, equity, and social justice
	Community and Global Understanding	Integrate principles that embrace human diversity in responding to pressing real-world problems.	Develop and enact a compelling personal and professional vision that values diversity.	SLO #1 To develop awareness and appreciation of common humanity and differences among individuals and groups to develop informed perspectives

Alignment Map (Service)

Core Commitments	Values	Learning Environment Outcomes	Institutional Learning Outcomes	Department Learning Outcomes
Service	Knowledge and Scholarship	Celebrate all forms of scholarship (Boyer 1990), including discovery, teaching, integration, and application.	Apply knowledge to real-world challenges.	SLO # 2 To deepen students' understanding of their own backgrounds, identities, and social groups to shape their perspectives, rooted in a Christian faith witness.
	Faith and Heritage	Honor God and our heritage by welcoming and serving people from diverse religious, ethnic, and socio-economic communities.	Respond to the call to serve others.	SLO # 4 To exhibit behaviors and practices from a faith-based worldview that promotes inclusion, equity, and social justice
	Community and Global Understanding	Recruit and retain diverse faculty, staff, and student body and reflect the communities served by the university and out of which the university emerges.	Demonstrate commitment to service and civic engagement.	SLO # 4 To exhibit behaviors and practices from a faith-based worldview that promotes inclusion, equity, and social justice

Alignment Map (Leadership)

Core Commitments	Values	Learning Environment Outcomes	Institutional Learning Outcomes	Department Learning Outcomes
Leadership	Knowledge and Scholarship	Provide curricula and co-curricular that is rigorous and relevant to the evolving needs of students.	Think critically and creatively, communicate clearly, and act with integrity.	SLO # 3 To encourage dialogue with others in a critical and reflective way that promotes fellowship, community, and collaboration
	Faith and Heritage	Promote strong and meaningful ties with our religious heritage and maintain fidelity to the Christian mission.	Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.	SLO #1 To develop awareness and appreciation of common humanity and differences among individuals and groups to develop informed perspectives
	Community and Global Understanding	Facilitate dialogue, action, and opportunities for local and global leadership.	Use global and local leadership opportunities in pursuit of justice.	SLO # 4 To exhibit behaviors and practices from a faith-based worldview that promotes inclusion, equity, and social justice

II. ANALYSIS OF EVIDENCE

ICA serves as a resource for Seaver College campus community with an emphasis on the undergraduate student body. Services include: Training and Cultural Competency Education, Advising and Mentoring, Leadership Development, Student Development and Campus Wide Programming.

A. Service Usage and Evaluation

ONE-TIME PROGRAMS

ICA has a series of programs, trainings and events where learning takes place; however, due to staffing limitations the department's ability to effectively deliver on the assessment plan has been compromised. Therefore, restricting the amount of data collected that shows evidence of this learning. Below you'll find highlights of these programs:

Loqui: A Celebration of Diversity and Inclusive Excellence

In its fifth year, Loqui has built community, fellowship, and appreciation surrounding diversity at Seaver College. The event brings together students, their families, staff, and faculty of Seaver College to celebrate the University's institutional commitment to diversity and inclusion as a kick off to graduation weekend. Each year the program features storytelling—sharing God's Story, our story, and 'my story' from the vantage point of graduating seniors. More than 400 guests attended the program where students wore their graduation gowns and Loqui stolls as part of the ceremony, an almost 150% increase since 2012. In addition, student participants have steadily increased since the inaugural event of 2011 to include nearly 80 graduating student participants.

ClubFair & CultureFest

This collaborative program hosted by Intercultural Affairs (ICA), Interclub Council (ICC) and The Board was successful in engaging students in cultural exploration. This recruitment fair encourages students to explore options for involvement on campus as well as expose students to cultural performances and foods from 12 different ethnic groups. Data collected from on-site surveys from 188 of the 550 student, staff, and faculty participants showed 71% were exposed to aspects of culture I hadn't been exposed to before..

Resident Director Training

Prior to New Student Orientation, Intercultural Affairs partnered with Housing and Residence Life to facilitate a 3 day cultural sensitivity training for Resident Directors. The training was rooted in Diane Goodman's theoretical framework of Cultural Competence for Social Justice. Five key components guided the conversation: 1) Self-awareness, 2) Understanding and valuing others, 3) Knowledge of societal inequities, 4) Skills to interact effectively with a diversity of people in different contexts, and 5) skills to foster equity and inclusion. The demographic makeup of professional staff members included: (1) African American, (7) Caucasian and (1) Asian. The workshop established the connection from social diversity to social justice and how it's important to be aware of the importance of advocacy for underrepresented communities

Student Leader(s) Training

Intercultural Affairs conducts numerous student leaders training throughout the academic year. The populations include: student organization leaders, Resident Assistants, Greek life leaders, new student orientation leaders, student government assistant, Student programming Board, Volunteer Center interns and First Year Seminar students. While the learning outcomes varied based on the needs of the student participants, the common denominator was building capacity to engage in conversations regarding diversity, equity and social justice; develop a working vocabulary concerning diversity topics, and cultivate an increased awareness and understanding of social identities and difference. With more than 500 participants, students commented that “they needed help with talking about race with their peers and these workshops helped them to do this.”

Resident Assistants 2013-2014

Male	Female	White	Non-White
39	56	49	46

ONGOING PROGRAMS

Diversity Project

ICA in partnership with the Volunteer Center and the Office of Institutional Effectiveness in assessing the University’s Institutional Learning Outcomes on diversity facilitated a case study project that surveyed Seaver College juniors and seniors to determine their level of cultural competency. This was a joint project with Westmont College and the University of San Diego. Participants were given real life stories to read and then respond to a set of prompts prepared by the research team. Upon the study’s completion in summer 2015 ICA hopes to use the data to demonstrate the need for broader training and cultural competency education across Seaver’s campus. This information will also be used to address a need for a diversity required course.

Diversity Peer Educator (DPE)

The Diversity Peer Educators is a pilot program that was introduced this year in response to growing concerns about race relations on campus. As a result, curriculum was formulated to address these concerns and empower students to be peer leaders of conversations concerning race, gender, power and privilege. This 2-hour weekly course introduces the attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for student leaders to serve diverse student populations. With a total of (4) students participating, an African American male, two bi-racial women, and an international male student from Uganda; they are preparing to facilitate workshops in early spring for student leaders across campus. ICA would like to grow this program into a leadership development course that is facilitated in a First Year Seminar course and eventually adopted as a general education requirement.

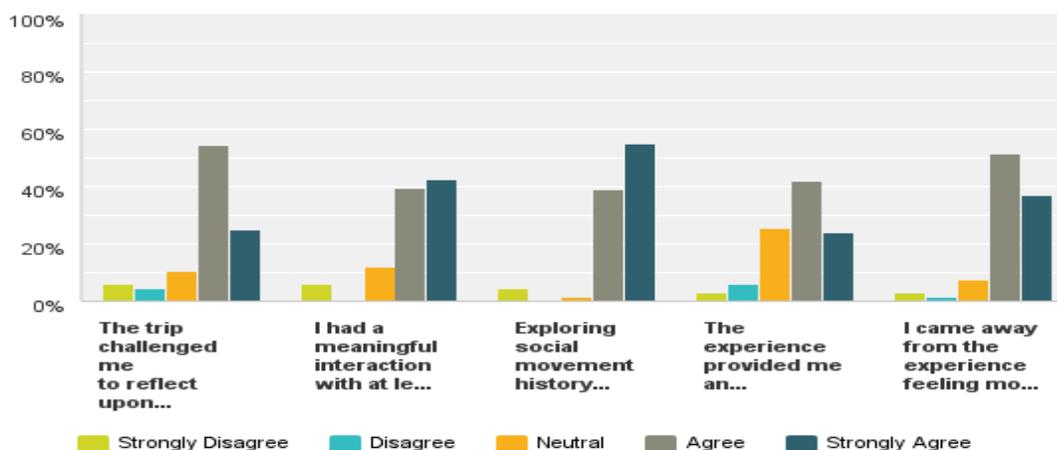
Bay Area Educational Trip

The Intercultural Affairs office in collaboration with the Sophomore Experience Taskforce hosts an annual weekend educational trip to San Francisco, CA that traditionally includes sophomore students, faculty, staff and their families. This experience engages students in the social movements of the 1960’s and 1970’s that took place in the Oakland and San Francisco area. The six movements are: The Arts, Black Power, Free Speech, Green (Sustainability), Red Power “American Indian,” and The Women’s Liberation. Participants used this time to build community through reflective dialogue and critical thinking concerning social justice and equity. Students made mentoring connections with faculty and staff, engaged in diversity, integrated their academic disciplines into the discussions and explored the role faith

plays as they engage in issues of diversity and inclusion. After four years since its inception, this program has received soft funding until 2014-2015 where we received base funding for this high profile educational programming. Below you'll find the following questions were responded to by more than 60% of our participants. 1. The trip challenged me to reflect upon perspectives that differ from my own, 2. I had a meaningful interaction with at least one Pepperdine faculty or staff member during the San Francisco educational trip, 3. Exploring social movement history during an educational field trip is an excellent way to encourage Pepperdine students to consider their own social action, 4. The experience provided me an opportunity to reflect on the relevance of faith to contemporary social issues, and 5. I came away from the experience feeling more connected to the sophomore class.

Q7 Please answer the questions below.

Answered: 68 Skipped: 1



2014-2015 San Francisco Educational trip student participants

Ethnicity	Number of Students
African American	7
Asian American	23
Hispanic/Latino	13
White/Caucasian	30
Native American	3
Other	1
Undisclosed	0

**Demographics were only part of post-evaluation survey and did not include all student responses.*

Project Lead: Civil Rights Tour

The Civil Rights movement of the 1960's was experienced by sophomore students traveling to five southern states during Seaver College's Spring Break. This leadership development program explored social justice and equity issues of that era and challenged students to think critically about the impact on contemporary local, national and global issues. Facilitated by Pepperdine staff, student engaged in team time discussions, journaling, and photo archiving, where they demonstrated understanding of human rights. Qualitative assessment captured these important themes: student's sense of belonging in local, national, and global environments; exploring faith, meaning and purpose; and engaging in diversity. Student responses included:

2012

"The chance to experience the Chinese New Year was a good introduction to a diverse tradition that is uncommon in everyday experiences" and "The Chinese New Year parade and the diverse students who attended the trip, was the highlight."

2013

"One of the best highlights was visiting Little Rock, Arkansas and standing on the very ground where people who looked like me were tormented in pursuit of an education" and "Having been a part of this trip, I have decided to change my minor to ethnic studies."

2014

"We can no longer think of their problems as separate from our problems...being locally engaged, globally changed, global citizens."

Week of Peace, Hope and Justice

The Pepperdine Volunteer Center (PVC) and Intercultural Affairs (ICA) partnered to host the Week of Peace, Hope, and Justice, a student-led awareness week engaging the campus community in the topics of social justice and equity. Students were invited to learn and serve through lectures, documentaries, performances, and worship events that promoted community, equity, and social change. Since 2011, this program has continued to build momentum since the introduction of its new logo and branding campaign. However, ICA looks forward to it becoming a hallmark event at Seaver College and a major influence in cultivating servant minded students.

Advisement and Mentoring

Throughout the 2009-2014 academic years ICA has directly advised and mentored between 13 -17 student organizations with more than 10 students per group. Astin's Theory on Student Involvement reminds us that, "For student growth to take place, students need to actively engage in their environment." The social, educational, and cultural programming shaped by ICA student groups affords every participant to connect to the Pepperdine campus community.

ICA student initiated programming is an extension to the learning that takes place in the classroom. As students participate in events that highlight cultural and social differences, they are given the incredible opportunity to experience learning in a way that leaves an indelible print on their undergraduate experiences. How our students choose to engage in the campus community will determine the capacity of student learning and personal development that takes place outside of the classroom.

International Students

Intercultural Affairs chairs the newly adopted International Students Advisory Committee as part of the University's commitment to impacting international student services and resources. In years past, International student services office has addressed both the programmatic and transactional needs as it relates to government requirements and criteria, of our students. However, the demands continue to increase as the student body continues to grow in diversity and as a result, Intercultural Affairs served as the facilitator of this important conversation. The committee was responsible for making recommendations both systemically and programmatically that would impact the undergraduate experience of international students. In doing so, a comprehensive document outlining the rationale for our suggestions and feedback was created and will be distributed to Seaver College partners for consideration.

B. Student Learning

Student Learning Outcomes (SLOs)

Students who participate in ICA initiatives and programs should be able to demonstrate the following outcomes while integrating the Christian imperative for diversity:

- 1. To develop awareness and appreciation of cultural differences among individuals and how they affect group perspectives.*
- 2. To deepen students' understanding about their own cultural backgrounds, identities, faith and how they shape their perspectives.*
- 3. To encourage dialogue with others in a critical and reflective way that promotes fellowship.*
- 4. To exhibit behaviors and practices using a faith-based worldview that promotes equity and social justice.*

Curriculum Map

Curriculum Map: Programs	SLO 1 Awareness	SLO 2 Competence	SLO 3 Communication	SLO 4 Faith
Community	*		*	*
Appreciation	*	*	*	
Learning	*	*	*	*

Detailed Community Curriculum Map

	SLO 1 Awareness	SLO 2 Competence	SLO 3 Communication	SLO 4 Faith
Night of Gospel	*			*
Black Student Association	*		*	*
Thanksgiving Dinner				
Bay Area Educational Trip	*		*	
Project Lead: Civil Rights Trip			*	
CultureFest & ClubFair (CF2)	*			*

Detailed Appreciation Curriculum Map

	SLO 1 Awareness	SLO 2 Competence	SLO 3 Communication	SLO 4 Faith
Hispanic Heritage Dinner	*	*		
Filipino Heritage Dinner	*	*		
Native American Heritage Dinner	*	*		
Middle Eastern Heritage Dinner	*	*		
Chinese New Year Heritage Dinner	*	*		
Black History Heritage Dinner	*	*		
Asian American Heritage Dinner	*	*		
MLK Chapel	*			*
Immigration Policy: Theological Perspective	*	*	*	*

Detailed Learning Curriculum Map

	SLO 1 Awareness	SLO 2 Competence	SLO 3 Communication	SLO 4 Faith
Hawaii Club Luau	*		*	
ICA Sandbar Display Cases (Passive)	*	*	*	*
ICA Diversity Education Trainings	*	*	*	*
Korean Student Association Refugee Awareness	*		*	*
ICA Executive Leaders Workshops	*	*	*	*
Peace, Hope, and Justice Week	*	*	*	*
Loqui: A Celebration of Diversity and Inclusive Excellence	*	*	*	*

While ICA has purposed the 4 learning outcomes to be a part of our campus wide programming and training and cultural competency education, each program has specific learning goals. For example:

Cultural Competency training for student leaders:

Develop a common definition of “colorblindness.”

Develop an understanding of other’s perceptions of colorblindness.

Explore the intent and impact of assuming a “colorblind” lens.

First Year Seminar Training:

Increase your awareness of your concept of culture.

Increase your awareness of others concepts of culture.

Diversity Peer Educators Training:

Critically examine their own values, beliefs, worldview, assumptions, and biases about people who are different from themselves.

Identify ways in which diversity and institutional power affect individuals and their college experience.

Develop programs and services for a diverse student population.

Challenge and support peers around diversity issues.

CultureFest & ClubFair:

Increase awareness of opportunities to get involved on campus.

Allowed me to connect with my peers.

Exposed me to aspects of culture I hadn’t been exposed to before.

San Francisco Educational Trip:

How you might engage the theme “Locally Engaged, Global Citizenship” in your everyday life.

Identifying the role faith can play in addressing social concern, problems, inequalities.

How learning social movement history is relevant to understanding social movements today.

Student Learning: Diversity Project

In May 2014, Intercultural Affairs and the Volunteer Center partnered with the Office of Institutional Effectiveness to launch a multi-institutional diversity study. This project investigated the understanding and perspective of students on diversity, global learning, and faith development as a means to address that central question in each case study. Students responded to a series of probes after reading local and global scenarios where issues of race, ethnicity, gender and social class were predominant themes. Student responses were graded using a rubric developed from AAC&U's Value Rubrics. The work of senior undergraduate students and graduate students were collected. Three Universities participated and have agreed to discuss results in an attempt to find commonalities among faith based institutions. In doing so, Intercultural Affairs, Volunteer Center and the Office of Institutional Effectiveness worked together to meet Institutional Learning Outcome #3, to integrate principles that embrace human diversity in responding to pressing, real-world problems, through three case studies (appendix C). Outreach of student participants was facilitated by the Volunteer Center and Intercultural Affairs to recruit a cross section of Seaver College students. Within these scenarios, participants, comprised of juniors, seniors and graduate students were responsible for responding to questions that probed at these key issues and addressed 6 important areas: Self-Awareness, Cultural Diversity, Empathy, Social Responsibility, Understanding Systems, and Faith.

For the purpose of this program review and as partners in this work, ICA focused on the preliminary results of the cultural diversity category. From the 32 student participants, preliminary results showed that graduate students had much more adequate knowledge of cultural difference and multiple worldviews that enhanced intercultural collaboration than their undergraduate counterparts. Results showed that juniors and seniors demonstrated a partial understanding and acceptance of cultural differences. However, Seaver College found that the results were quite consistent with our partnering institutions, University of San Diego and Westmont College. Overall, the preliminary results have left further questions concerning our students ability to see beyond their own perspectives as there were no scores higher than a 3 (Appendix B). In anticipation of closing the loop, ICA, PVC and OIE will work to identify other variables associated with these results and how best to use the data towards building greater capacity for diversity education.

While ICA has adopted assessment tools to assist in identifying direct learning, staff limitations and turnover has prevented ICA from following the assessment plan in its entirety. Thus, OIE conducted the study described above for this program review.

ASSESSMENT PLAN

Year	SLO	Student-Led Events	ICA Department Events
1	Develop Awareness & Appreciation	Post-Event Surveys	Facilitate participant focus group to assess learning. Reflective Essays & Narratives

2	Understand one's own identity	Post-Event Surveys	Pre and Post Event Surveys Facilitate participant focus group to assess learning
3	Encourage dialogue and critical thinking	Reflective conversations, Post Event Surveys	Facilitate participant focus group to assess learning. Pre and Post Event Surveys
4	Promote social justice & equity with faith based worldview	Post Event Surveys. Facilitate participant focus group to assess learning	Pre and Post Event Surveys Facilitate participant focus group to assess learning. Reflective Essays & Narratives

C. Meaning, Quality, and Integrity

Intercultural Affairs does not offer degrees within its programs. That being said, ICA is attentive to issues of meaning, quality, and integrity in multiple ways. And in doing so, supports the degree earning process by providing programming tied to Institutional Outcomes and ICA's four learning goals:

SLO #1: Loqui has built community, fellowship, and appreciation surrounding diversity at Seaver College. The event brings together students, their families, staff, and faculty of Seaver College to celebrate the University's institutional commitment to diversity and inclusion as a kick off to graduation weekend. As part of our post event assessment, comment cards were collected. Some comments included:

Great celebration of diversity at Pepperdine (staff).

As usual, one of my favorite events of the year! A beautiful, theologically-bound celebration of diversity (staff).

SLO#2: Diversity Peer Educators Program introduces student leaders to attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for student leaders to serve diverse student populations. Student critically examined their own values, beliefs, world view, assumptions, and biases about people who are different from themselves and identify ways in which diversity and institutional power affect them as individuals. Following a focus group, students reflected on the following:

This is a course about the individual and the society as a whole. Individual experiences helps when trying to see the connection between ones experiences and society experience. Another thing that I would like other students to know is to be willing to questions your owns experience and assumptions.

It is so valuable in that it goes beyond mere textbook learning. You learn a lot about yourself and a lot about others. you also become so much more comfortable talking about and engaging others in these topics that society will often shy away from.

That this course should be offered as requirement for all students and possibly even faculty, staff and administrators. It is a great and amazingly unique opportunity to learn about other cultural demographics, gain perspective about race and diversity, as well as obtain knowledge about your own identity that you may have not known before. Topics like this should be talked about instead of ignored. If Pepperdine truly strives for a diverse campus in all ways then this is class should be the beginning steps to make that mission more active around campus.

SLO#3: San Francisco Educational Trip is our annual weekend trip with students, staff, and faculty focused on being locally engaged as a global citizen. Pre and post surveys were conducted to determine learning and the following comments were collected:

Help others as much as I can and be knowledgeable over the social issues going around the U.S. and around the world. If I know the problems, then I'll form an opinion, and then it'll enable me to act.

I became more aware of what it means to be a part of a community with a "citizenship." I would put in more attention to what is going on around me at school, country, and also in the world.

Get more involved in movements around me that concern me and help to contribute to a global bettering of society.

SLO #4: Project Lead: Civil Rights trip led by Pepperdine staff used qualitative assessment to determine learning from sophomore student participants. Through team time discussions, journaling, and photo archiving, ICA captured the following themes: student's sense of belonging in local, national, and global environments; exploring faith, meaning and purpose; and engaging in diversity.

D. Staff and Faculty

Intercultural Affairs welcomed Bryce Coefield to the staff team in 2014 as the Assistant Director for Intercultural Affairs and Student Organizations. In this job share role, Bryce spent 30% of his time with ICA and 70% with Interclub Council (ICC). As supervisor for Interclub Council, we have reassigned this role to a member of the Student Activities team in an effort to provide infrastructure for the department. This position serves as the only other professional staff role within Intercultural Affairs since its inception. As part of the responsibilities of the Assistant Director, direct support to the ICA Director and facilitation of training and education programming and advisement of Interclub Council was provided. As a result, the Assistant Director role was unable to meet the demands of the office and ICA students. However, as compared to years past where the office was staffed with one full time professional and 3 undergraduate interns, our para professional staff has increased to 3 Pepperdine graduate assistants. ,

Kari E. Enge, Director

Degrees Held:

Ed.D., Higher Education Administration, University of Southern California

M.Ed., Higher Education Administration, University of Southern California

B.A., University of Massachusetts, Amherst

Professional Service and Development:

University Service:

Chair, International Students Committee

Residential Emergency Response Team
Pepperdine Student Group Advisory Board Committee
Pepperdine Sophomore Experience Taskforce
University Diversity Council
Seaver College Diversity Council
Spiritual Life Committee, Seaver College

Outside Service:

Legacy through Leadership Mentoring Committee, USC Black Alumni
Scholarship Committee, USC Black Alumni Association
Enge, Kari, "FieldWork: The Transformative Power of Diversity Through an Integrative Learning Project,"
Christians on Diversity in Academia Conference, Azusa, March 2014

Bryce Coefield, graduate assistant

Degrees Held:

M.S., College Counseling and Student Development, Azusa Pacific University

B.A., Africana Studies, Pitzer College

Professional Service and Development:

University Service:

Pepperdine Emergency Response Team
Pepperdine Sophomore Experience Taskforce

Outside Service:

Member, Multiracial Knowledge Community, NASPA 2012-present
Member, African American Knowledge Community, NASPA 2012-present
Men in Masculinity Knowledge Community, NASPA 2012-present
Coefield, Bryce, "Awareness of Privilege: A Study of Graduate Professional Learning," NASPA Conference,
Florida, March 2013
Coefield, Bryce, "FieldWork: The Transformative Power of Diversity through an Integrative Learning Project,"
Christians on Diversity in Academia Conference, Azusa, March 2014

Alain Datcher, graduate assistant

Degrees Held:

B.A., Communication and Biblical Studies, Azusa Pacific University

Professional Service and Development:

Graduate Programming Advisor, Intercultural Clubs
Peace, Hope, Justice Coordinator

Outside Services:

Member, Public Relations Society of America, Orange County Chapter, 2011-present

Felecia Russell, graduate assistant

Degrees Held:

B.A., Political Science, Cal Lutheran

Professional Service and Development:

Graduate Programming Advisor, Intercultural Clubs
Peace, Hope, Justice Coordinator

Sharon Wakio, graduate assistant

Degrees Held:

B.A., Psychology, Boise State

Graduate Programming Advisor, International Students

Member, International Students Advisory Committee

E. Sustainability: Evidence of Program Viability

Since the last program review, Intercultural Affairs has continued to serve as an advocate for the marginalized student and as a resource to faculty and staff who are working with our growing diverse student body. As previously mentioned, campus climates are not the same as decades before and as a result neither are the roles of multicultural affairs programs. Originally formed to assist solely students of color arriving to institutions that had historically excluded these populations, cultural centers are now taking on broader roles in efforts to transform the development of teaching and learning practices (Patton, L. 2010).

1. Demand of Program

Currently there are more traditionally and historically marginalized students entering into higher education than before. Pepperdine in particular has increased the racial/ethnic diversity of the student body. An increase in the diversity of the student population results in an increase in the diversity of needs and services to allow for these students to thrive while in college (Patton, 2010). Diverse student body; need to foster educationally purposeful activities to leverage campus diversity; prepare students to live and lead in an increasingly diverse local and global context, and contemporary issues on college campuses and in society at large (e.g., racial issues, etc.); critical role in supporting student learning for majority students, as well as students of color and international students

2. Allocation of Resources

In the last year, there has been a slight increase in ICA staffing to include an Assistant Director with a shared role and 3 graduate assistants. This has provided a unique opportunity for ICA to supplement staffing support but is neither sustainable nor sufficient. As compared to the multicultural departments of Pepperdine's peer institutions, ICA is under staffed and under resourced. See table below.

Intercultural Affairs Comparison to Peer Institutions		
School	Number of Professional Staff	Titles of Staff
Valparaiso University, Office of Multicultural Programs	4	Director, Assistant Director (2), Administrative Assistant
Wheaton College, Office of Multicultural Development	2 (1 GA)	Director, Assistant Director, graduate assistant
Southern Methodist University, Multicultural Student Affairs	4 (2 GA)	Director, Assistant Director, Program Coordinator, Administrative Assistant, graduate assistant (2)
Calvin College, Multicultural Affairs	2	Director, Assistant Director
Occidental College, Intercultural Communication Center	8	Assistant Dean/Director, Assistant Director, Program Coordinator, Program Assistant (5)
University of San Diego, Multicultural Affairs	3	Director, Associate Director, Program Coordinator
Loyola Marymount, Ethnic and Intercultural Services (5 ethnic specific offices)	10	Director of Asian Pacific Student Services, Director of Black Student Services, Director of Chicano Latino Student Services, CLSS Program Coordinator, CLSS Program Assistant (2), Mesa Cooperative, Latino Admissions Liaison, Director of Intercultural Affairs, Jewish Student Life Coordinator.
Olaf College, Multicultural Affairs	3	Director, Administrative Assistant, International Student Advisor
Santa Clara, Multicultural Affairs	3	Director, Assistant Director, Office Manager
Baylor University, Multicultural Affairs	5 (2 GA)	Director, Associate Director, Assistant Director, Resource Specialist, Office Manager, graduate assistant (2)

For the past three years ICA has received Presidential “soft” funding for ICA cultural organizations. As of this upcoming academic year, ICA has submitted a proposal for consideration, however, has no guarantee that funding will be granted. With that said, the financial support of cultural organizations will be most impacted. Moreover, ICA’s operational budget has not been increased yet has remained the same. Therefore importance of receiving outside funding in the form of Presidential funding to ensure that cultural programming is fully supported at Seaver College. With the growing international student population, multicultural affairs departments on campuses have a unique role to both provide a safe space for traditionally underrepresented students as well as to build awareness and appreciation that fosters inclusion amongst the campus community. Additional resources include:

- a. Two professional staff: Director (full time), and Assistant Director (split role), 4 graduate assistants and 4 student interns.

- b. During the 2014-2015 academic year, ICA oversaw more than 100 student organizations as an advisor for the Interclub Council. Each organization has at least 10 members on their roster. However, the transition is underway to return ICC to Student Activities.
- c. The ICA Main office that houses our graduate assistants and student interns receives about a dozen students a day with a variety of needs. The Director and Assistant Director receive in and around 5-7 students a day depending on the season.
- d. All ICA graduate assistants and professional staff undergo the Student Affairs annual evaluation process. This includes a self-assessment and a 1-1 review meeting with the direct supervisor. The student interns receive bi-annual reviews from the graduate assistants and weekly meetings to increase personal and professional development.
- e. Student interns meet weekly with the graduate assistants, their direct supervisor. The graduate assistants meet with the Assistant Director weekly and the Assistant Director and graduate assistant for International Students meets with the Director on a weekly basis. ICA also provides quarterly professional development workshops for their Executive leaders and flexible office hours to increase mentoring opportunities.
- f. ICA provides quarterly professional development opportunities for its graduate assistants in the form of presentation, conferences, and workshops.
- g. Due to limited personnel resources, ICA does not have sufficient time for research. However, the graduate assistant role is becoming a place where research can be a part of their role.
- h. ICA has received base funding for their hallmark program, Loqui.

1. Facilities

- a. Office space includes the following:
 - i. Director, Intercultural Affairs, HAWC 114
 - ii. Assistant Director, Intercultural Affairs and Student Organizations, HAWC 115
 - iii. ICA Main Office, Intercultural Affairs Staff Team, HAWC 120
- b. Programming Venues
 - i. The vast majority of programs take place on Seaver College Main campus in the following areas:
 - a. PLC Classrooms
 - b. Elkins Auditorium
 - c. Stauffer Chapel
 - d. Fireside Room
 - e. Waves Cafeteria

2. Financial Resources

Since 2009, the operating budget for ICA has remained the same despite increases in programmatic demands and increased admissions of traditionally underrepresented students. However, in efforts to better support cultural organizations, the President's Office has given funding to increase cultural programming since 2011. This "soft" funding expires at the end of the 2014-2015 academic year. In anticipation, a budget proposal for base funding has been submitted for further consideration. Without Presidential funding, the financial condition of ICA will be drastically impacted.

**Pepperdine University
Intercultural Affairs
External Review-Final Report
Date of Review: 1/26/15**

Brenda Salter McNeil, MDiv & DMin.
Associate Professor of Reconciliation Studies; Director of Reconciliation Studies

III. EXTERNAL REVIEW REPORT

I. Summary of Process

In an effort to gain a comprehensive understanding of the diversity climate at Seaver College, both qualitative and quantitative techniques were utilized for the assessment of equity and inclusion on campus. By invitation of the Director of Intercultural Affairs (ICA), Dr. Brenda Salter McNeil and McKendree Hickory conducted an information gathering process that compiled data and surveyed a cross-section of the campus community. This assessment also entailed a review of diversity documents, programmatic diversity related initiatives and demographic information regarding racial and ethnic diversity on campus. These institutional documents were used to determine what strengths, areas of growth and capacities currently exist within the institution. The following table is a list of the documents reviewed:

Document Name	Date
ICA Self Study Report	2009
External Program Review	2009
ICA Annual Report	2014-2013
ICA Annual Report	2013-2012
ICA Annual Report	2012-2011
Director of ICA Professional Experience	2011-Present
Pepperdine University Strategic Plan (online)	Current
ICA Department Programming	2014-2015

The purpose of this assessment was to facilitate a program review of the Intercultural Affairs department in an effort to advance their work at Seaver College. However, during the campus visit, including meetings with various campus partners and students, it became apparent that the Intercultural Affairs office is limited in their ability to provide adequate diversity services and resources as expected by the institution. Therefore, it became necessary to develop a better understanding of the culture at Pepperdine University in order to give helpful recommendations regarding how the Intercultural Affairs department could be better supported, thus enabling them to achieve their stated mission of being a multicultural office with the capacity to impact the campus climate at Seaver College. This report is therefore focused on providing recommendations about how diversity, inclusion and equity can be advanced within the undergraduate population and, by so doing, increases the Office of Intercultural Affairs' ability to develop globally minded and culturally competent men and women of faith.

II. Interview and Focus Groups Feedback

Further analysis of the current state of Intercultural Affairs (ICA) at Seaver College was assessed through nine (9) interviews and four (5) focus groups. These dialogue meetings were held with faculty members, student leaders, majority students and students of color, staff in various departments, and senior administrators. Focus groups were comprised primarily of 4 to 8 people, with the exception of departmental teams that were larger in size. The following table is a list of the specific interviews and focus groups conducted:

Title	Interview/Focus Group
Assistant Director Intercultural Affairs	Interview
Dean and Associate Dean, Student Affairs	Interviews
ProVost & Chief Academic Officer	Interview
President	Interview
Seaver Dean's Office	Focus Group
Director of Intercultural Affairs	Interview
Student Affairs Team	Focus Group
Campus Partners	Focus Group
Diversity Council & Faculty Partners	Focus Group
Students of Color	Focus Group
Majority Students	Focus Group
International Students	Focus Group
Intercultural Affairs Staff Team	Focus Group

Staff and Administrative focus groups were selected due to their significant roles in engaging diverse students on campus or because of their influential leadership and decision-making authority. Representative groups included: Intercultural Affairs Office, Student Affairs, Seaver Dean's Office, campus partners including Housing, Academic Advising, Admissions, Office of Effectiveness, Financial Assistance, Student Services, Human Resources, International Student Service, and Public Safety. Results from these interviews and targeted focus groups surfaced recurrent themes that helped to identify specific challenges and opportunities that are present at Seaver College in regards to diversity and inclusion.

Strengths:

It is clear that the senior administrators of Seaver College are very supportive of efforts to enhance inclusion and diversity on campus. It is evident that this commitment is guided by both biblical and personal values regarding the equality of all people. This is commendable and very necessary for any diversity initiatives to move forward. In addition, a number of respondents said they appreciated the unwavering personal and professional dedication of specific faculty and department members to raise awareness, as well as, support and educate others regarding diversity and inclusion on campus.

During interviews and focus groups, when asked about the positive aspects of diversity and inclusion at Seaver College, many respondents noted the 50% diverse student population. This very high percentage is quite remarkable. When asked what this number can be attributed to, programs such as the Posse Scholarship Program, Pepperdine's extensive and impactful study abroad programs, and strategic partnerships with local community colleges were all cited. Also, when asked how students succeed academically on campus, it appears that there are no significant markers between these different populations and US national students appear to be retained at similar rates.

In addition to the high percentage of diverse students, Seaver College also promotes and celebrates cultural diversity through various programs. Examples of this would be Loqui, the graduation celebration of inclusive excellence; Club Fair and Culture Fest; the Project Lead: Civil Rights Tour; the Week of Peace, Hope & Justice and the innovative Diversity Peer Educator pilot program. These initiatives are creative ways in which Seaver College attempts to promote, facilitate and engage diversity and inclusion on campus. Furthermore, the relationships between ICA staff members and other campus partners, allows for important training and education to be offered to staff and students regarding diversity on campus. Specifically, the Intercultural Affairs Office has conducted a large number of high quality educational and training programs for students and staff. This includes training for the residence life staff and

experiential learning opportunities for students in communities off campus. As a result of these efforts, the ICA has made significant improvements over the past 5 years that demonstrate an increase in office-level momentum and effectiveness. The impact of this is seen in the fact that with a few notable exceptions, students did not report significant instances of overt racism in their experience at Seaver College.

Challenges:

When questioned about the factors that seem to impede the progress of diversity and inclusion efforts at Seaver College, there was consistent concern expressed about the lack of diverse leadership in the senior administration. Specifically, there does not seem to be explicit policies and procedures that guide the college's hiring and recruiting expectations for diverse faculty, staff and administrators. In addition, the university's denominational affiliation with the Church of Christ seems to influence the campus culture at Pepperdine. Specifically, the independent and autonomous governing polity of the denomination appears to impact a lack of coordination and cohesiveness regarding the vision, definition and implementation of inclusion and equity at Seaver College.

Secondly, the lack of adequate training was also raised as a major impediment to the progress of diversity and inclusion efforts. Supervisors and staff expressed the need for greater clarity regarding how to define and understand intercultural, diversity and inclusion. There was also a desire to better understand the practical implications of this within their specific departments. This lack of specificity seems to create confusion about how to lead or supervise others regarding these initiatives.

There also appears to be confusion regarding the role of the ICA office and for what it is responsible. As a result, there can be unrealistic expectations regarding their ability to collaborate and partner with other campus efforts. This is further exacerbated by the lack of financial resources committed to this department. Inadequate funding adds to ICA's inability to address the many diversity requests and needs that are present on campus. Implementing systemic institutional changes will require the college to commit financial resources beyond funding student programs and providing scholarships for students.

Next, many of those interviewed noted that there is a real need to better support, care for and engage the international student population at Seaver College. While it has excelled in recruiting qualified international students to campus, it appears that once these students arrive, there are many challenges relating to language, acclimation, cultural sensitivity and engaging with them in the broader campus-community.

Finally, a consistent theme emerged regarding the lack of diversity required curriculum for students. As of now, there is no common educational requirement that students must earn in order to graduate. While the ICA office hosts and supports extensive programs regarding diverse cultures and perspectives, these are co-curricular in nature and many majority students can choose not to participate.

First Order/Second Order Change Questionnaire Results

First Order and Second Order change follow from an understanding of organizational change that requires both a change in literal numbers and also a change in the systems that maintain relational assumptions between groups of people. For example, First Order change entails increasing the number of ethnically diverse students and faculty on a campus. Whereas First Order change focuses on an outward adjustment, Second Order change attempts to address the deeply held and systemically reinforced assumptions about how groups of people should relate. Second Order change results in collaborative decision making followed by systemic changes that alter the way individuals relate with each other. (Dalton, Elias, & Wandersman, 2001)

During focus groups and interviews, a questionnaire was administered to assess where key stakeholders at Seaver College believe the campus is regarding “First and Second Order Change.” This questionnaire entailed four questions related to leadership issues, systemic policies and organizational change strategies. The survey sample included Staff, Students, Faculty and Administrators. Additionally, the items were ranked one (*needs a great deal of attention*) to five (*we are very strong*). The following reflects the results of this questionnaire segmented by the individual item and the results for the sub-groups of individuals who participated.

Item 1: *The leadership of Seaver College has developed and shared a realistic vision for change.*

Sub-Group	Rank Value				
	1	2	3	4	5
Student		40%	40%	13%	7%
Faculty		40%	20%	40%	
Staff	9%	18%	55%	18%	
Administration		67%	33%		

A majority of respondents across all sub-groups ranked this item between 2 and 3. This suggests that increased attention on developing and sharing a realistic vision for change across campus may increase community member’s knowledge of the need for change. A value of 2 or 3 may suggest that Seaver College has made efforts to articulate a vision. However, these results reflect a stronger awareness of the vision within students and faculty populations and not campus-wide. Furthermore, it is possible for a vision to be articulated yet not to be seen as realistic or attainable. In order for Second Order change to occur, a majority of members throughout the institution will need to know and understand the vision, in addition to believing it is attainable and one in which they can participate.

Item 2: *Seaver College has developed a set of long-term and short-term strategies for becoming a diverse community characterized by equity and inclusion.*

Sub-Group	Rank Value				
	1	2	3	4	5
Student	7%	47%	26%	13%	7%
Faculty		60%	20%	20%	
Staff	9%	18%	55%	18%	
Administration			33%	67%	

In regards to item 2, a majority of individuals ranked either 2 or 3, with administration ranking higher than all other groups. These results indicate that greater attention needs to be spent on either developing these goals or better articulating them throughout the campus community. Higher rankings from administration and staff are likely due to their knowledge of the goals whereas students may not often see the strategies that have been put in place. Similar to item 1, Seaver College may benefit from using all possible mediums to convey both the vision and the strategies being utilized to implement changes regarding diversity and inclusion. This will be necessary to move from First Order to Second Order change. Additionally, all members of the community need to be included if they are to cooperatively seek the change in their various roles. Enabling their active participation will likely build a greater sense of engagement at each level.

Item 3: *As a Christian institution, we have developed a team of people who can provide leadership for diversity and inclusion throughout the different levels of our community.*

Sub-Group	Rank Value				
	1	2	3	4	5
Student		20%	27%	40%	13%
Faculty		20%	40%	40%	
Staff	9%	18%	46%	27%	
Administration				67%	33%

The above table reveals that Seaver College has identifiable leaders for diversity and inclusion community-wide as suggested by the majority of respondents ranking a 3 or 4, and in some cases a 5. While a majority of community members believe diversity and inclusion leaders are identifiable at the college, there seems to be a need to increase this team’s visibility. Additionally, resources to improve the messaging of the vision and the strategies used to implement the change may increase the rankings on previous items. Interestingly, on average the staff ranked lower than any other sub-group. This could possibly suggest an area in need of greater attention. For an institution to move from First to Second Order change the entire community must know who is leading this initiative. Furthermore, these leaders must be authorized and equipped to impact all levels of the institution.

Item 4: *Our institution has emphasized the need for spiritual renewal and structural change, as well as the need for increased interpersonal contact in the pursuit of social justice, equity, and inclusion.*

Sub-Group	Rank Value				
	1	2	3	4	5
Student	7%	26%	34%	26%	7%
Faculty		20%	20%	60%	
Staff		27%	46%	27%	
Administration			33%	34%	33%

Responses to item 4 were varied with higher percentages in the 3 to 4 rankings. A large percentage of all respondents believe that Seaver College is working towards being strong in these areas. These results are positive in nature and suggest a movement toward Second Order change. It is worth noting, however, that students had the lowest rankings whereas administration revealed the highest. This difference may be due to the fact that students did identify several instances where they felt that they or others were targeted because of their race or ethnicity. Another factor could be that there is a lack of full understanding from the student’s perspective on how these messages of renewal and increased personal contact are being conveyed and actualized. For the entire institution to achieve Second Order change, all members of the organization will need to participate in the areas being addressed to see the desired results accomplished.

IV. Implications of Research for the Office of Intercultural Affairs

1. There was a notable perception gap between students and the faculty, staff, and administration regarding campus climate. Students of color characterized the campus climate as “cold,” described their first experiences on campus as “culture shock,” and made several references to feeling isolated or misunderstood. In contrast, administrators, along with numerous faculty and staff characterized the climate as “open,”

“respectful,” and “encouraging.” Not surprisingly, the perception gap was the largest for faculty, staff, and administrators who have less direct contact with students.

2. In addition to several topics being difficult to discuss, numerous students of color noted that White students often lacked interest in or even sensitivity toward discussions about diversity. The same was true for some members of the staff.
3. In addition to several topics being difficult to discuss, numerous students of color noted that White students often lacked interest in or even sensitivity toward discussions about diversity. The same was true for some members of the staff.
4. Although there is an expressed university-level commitment to diversity, the work of the ICA does not appear to be a part of a broader, systematic diversity strategy that reflects this as a clear university priority.
5. Given the expectations for the director and the ICA office, its funding is inadequate.
6. The student affairs division, and more likely the university as a whole, needs to strategically consider its funding model for the ICA and for its diversity and multicultural efforts.

V. Overall Conclusions & Recommendations

Those who are concerned about advancing the Christian mission to the contemporary American university must be concerned about diversity. It is widely agreed that increasing the diversity of the campus community is beneficial to the entire university. To create a diverse campus climate, there is a growing body of literature that suggests there are certain “critical variables” that must be present to implement and sustain an effective diversity initiative. First and foremost, there must be an institutional vision and long-term commitment to increasing diversity on campus, which requires a systemic and “multi-layered” change effort. Pocketed efforts within the institution can function as an impetus for change, but a sustained effort will require broad institutional support and a commitment from senior administrators. In addition, the goal must be to institutionalize diversity so that it permeates the culture of the university. It is, therefore, crucial that diversity and inclusion efforts be connected to the vision, mission, policies, funding strategies, procedures and demographic trends of the institution. The final variable that must exist for diversity to flourish on campus is that the student body must be given ongoing opportunities to explore these topics and issues in both formal and informal ways to increase their awareness and skills to interact meaningfully in diverse settings.

With this in mind, the following specific recommendations are offered to encourage the ongoing progress of diversity and inclusion efforts at Seaver College:

1. ***It is recommended*** that the president and other senior leaders be more strategic and intentional in casting the vision for and communicating the importance of diversity to the history and mission of Seaver College.

There must be a clear and well-articulated commitment to diversity by the leadership of the institution and an emphasis on its centrality to the mission of the university. In order to communicate the importance of diversity and inclusion to the college, the president and/or provost must articulate a realistic vision and connect diversity to the institutional priorities that already exist.

2. ***It is recommended*** that International Students be a more significant and strategic area of focus regarding diversity and inclusion at Seaver College.

Representing 10% of the campus-community, this diverse group can assist the study abroad program in providing opportunities for all students to engage with and learn from global perspectives. Strengthening the inclusion and support of International Students would require a careful review of admittance policies, housing information, academic services, social networking and cross-cultural training.

3. ***It is recommended*** that Seaver College develop a common set of diversity related classes or assignments connected to attendance of diversity events for all students.

Many dominant culture students recognize their need for better intercultural competence in an increasingly globalized society. However, the ICA is overextended and is perceived by many White students as being focused on programs for students of color. Adding diversity related classes or assignments to the core curriculum for all students will impact the dialogue and critical thinking around issues of diversity and inclusion campus-wide. This will require clearly defining what diversity and inclusion entail at Seaver College. There is a need for a campus-wide understanding of what these terms mean in order to serve as a guiding reference for systematic change. These principles can be used for implementing policies and strategies to assess student related learning outcomes regarding diversity.

4. ***It is recommended*** that a written policy regarding diverse hiring practices be developed and provided for all Academic Deans and department chairs.

Recruitment of minority faculty should be seen as a long-term effort, since it is unlikely that immediate efforts will be fruitful right away. The Academic Deans must anticipate the future needs for incoming faculty and continue to encourage department heads to identify non-white, male and female candidates as they conduct searches. This process must be well documented and applied consistently to be effective in building a more diverse faculty at Seaver College.

5. ***It is recommended that*** the ICA apply for grants from outside funding agencies to increase their capacity to effectively lead the diversity initiative at Seaver College.

Structurally, Seaver College expects too much from the director of the ICA. In addition, the staff of this office is severely over-extended and under resourced. If they are to increase their ability to address the many diversity related needs on campus and to help provide increased training and mentoring to avoid potential crises in the future, additional funding sources must be identified and secured. One option may be to identify a member of the Board of Regents who has a passion for this issue and is willing to contribute and/or help spearhead this funding initiative.

7. ***It is recommended that*** Seaver College provide key faculty and staff, who have been trained to respond to potential hate incidents, to develop a crisis response plan that can be readily implemented to respond to cases of hate or racism on campus.

This report is submitted with the hope that the recommendations contained herein will serve to increase the effectiveness of Seaver College to become a diverse community characterized by equity, diversity and inclusion

IV. RESPONSE TO EXTERNAL REVIEWER'S REPORT

Intercultural Affairs staff, campus partners, and administrators were pleased with Dr. Salter McNeil's understanding and experience in the field of Diversity and Inclusive Excellence. Dr. Salter McNeil's insight into University policy and support systems greatly influenced her evaluation of Seaver College and Intercultural Affairs. With extensive background and experience in institutional reviews, Dr. Salter McNeil immediately identified the systemic issues that directly impact the work of Intercultural Affairs. As a result, Dr. Brenda found it challenging to focus on solely the departmental unit recognizing that the institutional needs concerning diversity and inclusion were inter-related. Nonetheless, Dr. Salter McNeil provided recommendations for greater capacity building within Seaver College and Intercultural Affairs. Following is the response to the list of recommendations:

1. **Diversity Education:** In response to recommendation #3, this is a critical issue for Seaver College. Developing core curriculum that will impact the dialogue and critical thinking around issues of diversity and inclusion is essential to preparing our students for lives of purpose, service, and leadership. While ICA provides education that is co-curricular in nature, we support the need for a diversity general education course and would like to partner with the Seaver committee that oversees the curriculum to share this feedback.
2. **Building Financial Capacity:** In response to recommendation #5 and as further supported in the reviewers Challenges section; we agree that there is a need for additional funding to help support and sustain ICA programming and departmental initiatives. For the past four years we have received supplemental non-base funding from the President's office that has assisted us in our outreach and education, programming and support of cultural organizations. However, with this funding ending as of fiscal year 2015, we are looking for opportunities to secure a budget increase so as to cover additional funding. In addition, the pursuit of additional funding would help to secure a Coordinator(s) position which would address feedback concerning expectations for the director and the office being unrealistic to meet based on existing funding.

V. SUMMARY, REFLECTIONS, AND QUALITY IMPROVEMENT PLAN

Based on the self-study, and the external review it seems that Intercultural Affairs has programming and services that are aligned with departmental learning goals and Institutional Outcomes. However, much could be expanded in the areas of resources, campus wide education, and support for international students. While structural diversity continues to increase, resources (financial and personnel) are being stretched.

Quality Improvement Plan

Action 1: Intercultural Affairs will partner with Seaver faculty to share recommendations towards the improvement of core curriculum that addresses topics of diversity, equity and inclusion.

Expected Outcome: ICA will serve as a liaison to the Seaver Faculty committee in the development of diversity education curriculum.

Responsible Parties: Dr. Kari Bolen, Director, Intercultural Affairs and Assistant Director, Bryce Coefield.

Timeline: Effective 2015-2016

Type of Action: Resource Neutral

Action 2: Intercultural Affairs will reorganize the Assistant Director position that was originally divided between two departments to focus solely on ICA programming and assessment. This will address the External reviewer's comment that ICA is "overextended" and as a result is unable to address the many diversity requests and needs that are present on campus (External Review, 2015, pg. 4).

Expected Outcome: Building greater capacity for assessment as well as address staffing limitations.
Responsible Parties: Dr. Kari Bolen, Director, Intercultural Affairs and Assistant Director, Bryce Coefield.
Timeline: 2015-2016-creation of job description and securing funds; 2016-2017 search for additional staff.
Type of Action: Resources Neutral

Action 3: Intercultural Affairs will secure funding to replace soft funding for base funding to support of student group initiatives and programs.

Expected Outcome: Base funding for cultural affinity groups.
Responsible Parties: Dr. Kari Bolen, Director, Intercultural Affairs
Timeline: 2015-2016
Type of Action: Resources Required

Action 4: Partner with International Student Services to assess our capacity to support the programmatic needs of our international student population.

Expected Outcome: Strengthened international student engagement and improved success at Seaver College.
Responsible Parties: Dr. Kari Bolen, Director, Intercultural Affairs.
Timeline: 2015-2016
Type of Action: Resources Neutral

Action 5: Students desire meeting spaces that are safe and give provision to engage in critical conversations. ICA will explore options for physical space to support fellowship amongst affinity groups.

Expected Outcome: To provide a physical space for students to fellowship and have dialogue concerning topics of diversity, equity and inclusion.
Responsible Parties: Dr. Kari Bolen, Director, Intercultural Affairs and Assistant Director, Bryce Coefield.
Timeline: 2015-2016
Type of Action: Resources Neutral

Action 6: Expanding and standardizing ICA's role as not only a member of the Seaver Diversity Council and University Diversity Council but as a liaison between the Councils and the Seaver College campus community.

Expected Outcome: ICA serves as a co-facilitator in addressing diversity standards and Seaver college initiatives.
Responsible Parties: Dr. Kari Bolen, Director, Intercultural Affairs and Assistant Director, Bryce Coefield.
Timeline: 2015-2016
Type of Action: Resources Neutral

Action 7: Transition the supervision of ICC from the shared role of the Assistant Director for Intercultural Affairs and Student Organizations to Student Activities Campus Programs Coordinator. The Assistant Director will serve as an advisor to the campus coordinator as part of the transition process that began in Spring 2015.

Expected Outcome: Assistant Director will be fully accessible to focus on ICA goals and initiatives.
Responsible Parties: Assistant Director, Bryce Coefield.
Timeline: Spring 2015-Fall 2016
Type of Action: Resources Required

Appendix 1: Diversity Peer Educators Program Syllabus

Diversity Peer Educators Fall Program Outline

October 9th- November 20th

3:00pm-5:00pm KSC 110

Course Description

This course introduces the attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for student leaders to serve diverse student populations.

Course Overview

In contemporary higher education, diversity plays an increasingly important role in the experience of students, affecting both their full access to various aspects of the college experience and the quality of that experience. For the purpose of this course, diversity shall be defined to include: gender, class, race and ethnicity, language, nationality, age, religion or spirituality, and disability.

Student Outcomes

Upon completion of this course, students should be able to:

- Critically examine their own values, beliefs, world view, assumptions, and biases about people who are different from themselves;
- Identify ways in which diversity and institutional power affect individuals and their college experience;
- Develop programs and services for a diverse student population;
- Challenge and support individuals and systems around diversity issues.

Competencies

Below are the specific elements of competencies that are fostered through this course:

Pluralism, Inclusion and Social Justice

Participants should possess the attitudes, beliefs, values and self-awareness necessary to serve individuals who are culturally different from themselves. Specifically, students should be able to demonstrate

- a. That they have carefully examined and, when necessary, challenged their own values, world view, assumptions and biases.
- b. That they possess specific knowledge about how gender, class, race and ethnicity, language, citizenship, nationality, age, religion, or spiritually, ability, and institutional power affect individuals and their experiences.
- c. That they have the ability to effectively challenge and support individuals and systems around diversity issues.

Quality Programming.

Participants should be able to design and implement high quality and multi-faceted student programs which enhance student learning and personal development. Specifically, students should be able to demonstrate:

- a. the skills necessary in conducting accurate needs assessment;
- b. the ability to design and implement creative and effective student programs.

Facilitator's Perspective:

Issues of diversity or multiculturalism have important implications for higher education. For as long as higher education in the United States has existed, issues of diversity have informed discussions about access, equity and inclusion. In addition, ample research in our discipline cumulatively supports the important role diversity and

multiculturalism play both in shaping educational outcomes of undergraduate students as well as enhancing the progress of society. In reality, you are probably more involved in issues of diversity and how this is practiced than you realize. The goal of this course is to help you examine how our own interpretations of how individuals *ought* to develop creep into how we have designed our learning environments and educational goals. To become multiculturally competent individuals (Pope, Reynolds & Mueller, 2004), we must identify our own sensitivities as well as train ourselves to work respectfully with other perspectives while understanding that no one owns the rights to this conversation.

I have a particular interest for encouraging us, spiritually, to look at diversity and multiculturalism from the lens of our faith and values and to develop a vision of how we can be influencers of this conversation, rather than simply responsive to it. From the Christian tradition, we have a call to issues of social justice, equity, access and serving underrepresented groups – the particular areas that diversity often addresses. As global citizens, we need to learn how to be effective spokespersons for and influencers of our areas of calling and values.

Required Texts

Adams, M. Blumenfeld, W.J., Castañeda, R., Hackman, H.W., Peters, M.L., & Zúñiga, X. (2010). *Readings for diversity and social justice, 3rd Edition*. New York: Routledge.

Suggested Journal Articles

Johnson, A.G. (2006). *Privilege, power and difference*. McGraw Hill: New York.

Reason, R.D., Broido, E.M., Davis, T.L. & Evans, N. (2005). *Developing Social Justice Allies*. New Directions for Student Services, no. 110. San Francisco: Jossey-Bass.

Borrego, S. (2003). Class matters: Beyond access to inclusion. National Association of Student Personnel Administrators, Washington, D.C., 1-8

Broido, E.M. (2000). The development of social justice allies during college: A phenomenological investigation. *Journal of college student development, 41(1)*, 3 -18.

Chang, M. (2002, March - April). Racial dynamics on campus: What student organizations can tell us. *About campus, 2 – 8*.

McCune, P. (2001, May – June). What do disabilities have to do with diversity? *About campus, 5 – 12*.

Ortiz, A. & Rhoads, R. (2000). Deconstructing whiteness as part of a multicultural Educational framework: From theory to practice. *Journal of college student development, 41(1)*, 81-93.

Sanlo, R. (2004). Lesbian, gay, and bisexual college students: Risk, resiliency, and retention. *Journal of college student retention, 6(1)*, 97-110.

Seifert, T. (May-June, 2007). Christian privilege: Managing the Tensions of spiritual plurality. *About campus, 10-17*.

Stewart, D.F. (2008, March-April). Confronting the politics of multicultural competence. *About campus, 10 -17*.

Tatum, B.D. (2007). What kind of friendship is that? In B.D. Tatum, *Can we talk about race?* Beacon: Boston. Course Related Resources

Diversity Web: <http://www.diversityweb.org/>

Diverse Issues in Higher Education: <http://diverseeducation.com/>

Journal of diversity in higher education: Available via APU Library Catalog

Recommended Reading

Beals, M.P. (1994) *Warriors don't cry: A searing memoir of the battle to integrate Little Rock's Central High*. NY: Pocket Books.

Bem, S.L. (1993). *The lenses of gender*. New Haven: Yale University Press.

Blimling, G. S. (2001). Diversity makes you smarter. *Journal of College Student Development*, 42:6, 517-519.

Breckenridge, J. & Breckenridge, L. (1995) What color is your God: Multicultural education in the church. Wheaton: IL.: Bridgepoint Press.

Brislin, R. & Yoshida, T. (1994). *Intercultural communication training: An introduction*. Newbury Park: Sage.

Daloz, L.A.P., Keen, C.H., Keen, J.P., & Parks, S.D. (1996). *Common fire: Lives of commitment in a complex world*. Boston: Beacon Press.

Eccles, J.S. (1994). Understanding women's educational and occupational choices: Applying the Eccles et al. model of achievement-related choices. *Psychology of Women Quarterly*, 18, 585-609.

Fries-Britt, S.L. & Turner, B. (2001). Facing stereotypes: A case study of Black students on a White campus. *NASPA Journal*, 42:5, 420-429.

Garrod, A. & Larimore, C. (1997). *First person, first peoples*. Ithaca, NY: Cornell University Press.

Hallett, R. (2011). *Educational experiences of hidden homeless teenagers*. Florence: Routledge

Harper, S., Hurtado, S. (Eds.). (2011). *Racial and ethnic diversity in higher education*. ASHE Reader Series, Third edition. Boston: Pearson Custom Publishing.

hooks, b. (1995). *Killing rage : ending racism*. NY: Holt and Co.

hooks, b. (1994). *Teaching to transgress : education as the practice of freedom*. NY: Routledge.

Howard-Hamilton, M. (2000). Programming for multicultural competencies. *New Directions for Student Services*, 90, 67-78.

Howard-Hamilton, M., Richardson, B., & Shuford, B. (1999). Promoting multicultural education: A holistic approach. *College Student Affairs Journal*, 18:1.

- Howard, K. & Stevens, A. (2000). *Out and about campus: Personal accounts by lesbian, gay, bisexual, and transgendered college students*. Los Angeles: Alyson Books.
- King P. M., and Howard-Hamilton, M. F. (2000). *Becoming a multiculturally competent student affairs professional*. Diversity on Campus: Report from the Field. Washington, D.C.: National Association of Student Personnel Administrators, 2000, 26-28.
- Kotlowitz, A. (1991). *There are no children here*. Anchor Books: New York.
- Lorber, J. & Farrell. S. (1991). *The social construction of gender*. Newbury Park: Sage.
- Manuel, C. (2000). A deep, sad sorrow. In K. Howard & A. Stevens (Eds.). *Out and about campus*. Los Angeles: Allyson Books.
- Marecek, J. & Hare-Mustin, R. (1991) *Making a difference: psychology and the construction of gender*. New Haven: Yale University Press.
- Martinez Aleman, A.M. (1997). Understanding and investigating female friendship's educative value. *Journal of Higher Education*, 68, 119-159.
- Mitchell, A.A. (2001). Learning to listen: On understanding otherness. *About Campus*, 2, 28-30.
- Okun, B.F., Fried, J., & Okun, M.L. (1999). *Understanding diversity: A learning-as-practice Primer*. Pacific Grove: Brooks/Cole.
- Pope, R.L. & Reynolds, A.L. (1997). Student affairs core competencies: Integrating multicultural awareness, knowledge, and skills. *Journal of College Student Development*, 38, 3, 266-275.
- Rendon, L.I. & Hope, R. O. (1996). *Educating a new majority: Transforming America's educational system for diversity*. San Francisco: Jossey-Bass.
- Sine, T. (1995). *Cease Fire: Searching for sanity in America's culture wars*. Grand Rapids, MI: Eerdmans Publishing Company.
- Talbot, D. M. & Kocarek, C. (1997). Student affairs graduate faculty members' knowledge, comfort, and behaviors regarding issues of diversity. *Journal of College Student Development*, 38, 278-287.
- Tierney, W. (1993). *Building communities of difference: Higher education in the twenty-first century*. London: Bergin & Garvey.

Course Requirements

1. Engagement: Class attendance, participation, reading, writing reflections

In order to participate in class discussion in a meaningful way, it is imperative that the reading assignments be completed prior to class discussion; that students attend class; and that class members arrive on time. Students may be asked unannounced to lead discussion on readings or group exercises to determine the successful reading and understanding of reading assignments as well as to build learning engagement. At the end of the course, each student will complete a self-assessment of their engagement.

2. Photo Elicitation Project:

This assignment is comprised of two parts both involving the use of photo elicitation, a qualitative research method. Photographs can be used as a tool to expand on questions and simultaneously, provide a unique way to communicate our interpretations of our experiences. At the start of the course, students will be asked to take a photograph representing the concept of privilege related to the course and 1 page paper on why this picture is reflective of the concept. This Part I will be due on October 16th.

Questions to address in the reflection include:

1. How does your picture depict your interpretation of privilege?
2. Why did you select this image?
3. How does this picture contribute to your awareness of privilege?

The photo and reflection (Part I) will be revisited at the end of the course. An additional reflection will be written with additional interpretations of the concept of privilege that may have arisen as a result of participation in the course. A final 2 -page reflection paper will document your journey as it relates to understanding this concept and connecting this journey to course literature. This Part II will require direct citations to course readings and will be due on April 7th.

Learning outcomes for this assignment include:

- An increased understanding of conceptual foundations associated with social justice;
- An enhanced understanding of how one's personal worldview informs their understanding of privilege, oppression, and social justice;
- The ability to articulate a personal philosophy that integrates personal experiences and academic knowledge.

3. Journal:

Each student will keep a log of his or her thoughts and insights concerning readings, personal assessment, guest speakers, creative solutions and other ideas. Journals will be evaluated based on the extent to which personal reflections connect to course readings and classroom discussions. Journals can be written in a conversational style but must include reflection in all areas specified. The journal will be turned in for feedback/evaluation twice during the course and will need to include the following types of entries.

- a) Reflection on the assigned reading
- b) Reflection on something from class discussion
- c) Observations from experiences outside of class.

4. Reflection on the Museum of Tolerance

After visiting the Museum of Tolerance, write a reaction and reflection paper based on what you learned. Reflection should also include what can be done to make our campus safe and inclusive.

6. Diversity Development Workshops

Groups will design a workshop on a diversity topic. The workshop should be designed for use on campus. **The workshops will be presented in class and should last 45 minutes, including questions and answers.**

Instructor Expectations

For this course, I ascribe to a constructivist approach to teaching, believing that people learn when they actively engage in ideas, materials, and constructs, creating their own understanding of a subject area. Because of this, our course is very dependent on student reading and discussion; problem solving that uses concepts from reading, and on critical reflection to various approaches relevant to diversity. Be prepared to share your understanding of and questions about the main themes in the reading in class discussions.

I hope that together we can build a classroom environment where honest, critical discussion can occur and where a wide variety of perspectives is welcome. You may disagree with me, with authors of our readings, with central tenets of our profession, or with anything else relevant to this course. Indeed, a critical perspective about ideas presented in class is essential to our learning.

Fall Semester Schedule

October 9th – Introduction (**Reading:** The complexity of identity pg. 6-8)

- a. Welcome
 - i. W-9
 - ii. Introductions
 - iii. Hopes & Fears
 - iv. Goals/Learning outcomes
 1. Structure
 - v. Rules of engagement
- b. Guided autobiography
 - i. TED – The danger of one story
- c. Diversity Workshop/Activity
 - i. Reading Reflections
 - ii. Defining Culture
- d. Homework
 - i. **Reading:** Identities in Social Locations and the Construction of Difference (pg 9-20). 1 Paragraph per article.

2. October 16th – Privilege, Power, and Difference

- a. Reading reflections
 - i. *Share*
- b. Diversity Workshop/Activity
 - i. Privilege and Power
 - ii. Social Diversity and Social Identities

1. Social Diversity and Social Power
 - c. Homework
 - i. **Writing:** 1-2 page paper about *Identities and Your Family* (see handout for sensitizing questions)
3. October 23rd – When Identities meet reality
 - a. Guided autobiography – *Identities and Your Family*
 - i. *Share*
 - b. Diversity Workshop/Activity
 - i. “Who are you?” – Disrupting actions based on perceptions
 - ii. Privilege on campus and interactions
 - c. Homework
 - i. **Reading:** Theoretical and Conceptual Foundations of Privilege & Oppression (pg 21-34). 1 Paragraph per article.
4. October 30th – The System
 - a. Reading reflections
 - i. *Share*
 - b. Diversity Workshop/Activity
 - i. Five faces of Oppression
 - ii. Historical Manifestations of Oppression
 1. Cycle of Socialization
 2. Cycle of Liberation
 - c. Homework
 - i. **Writing:** 1-2 page paper about *The Role of Race in Your Life* (see handout for sensitizing questions)
5. November 6th – Manifestations of Race/Racism
 - a. Guided autobiography – *The Role of Race in Your Life*
 - i. *Share*
 - b. Diversity Workshop/Activity
 - i. “Colorblindness: To see or not to see”
 - ii. Workshop: Race and Racism Video
 - iii. Racial Identity Development
 - iv. Critical Race theory
 - c. Homework
 - i. **Reading:** Handed out in class
6. November 13th – Museum of Tolerance
 - a. Homework
 - i. Writing reflection: 1-2 page paper reflecting on what your learned. Questions you had.
7. November 20th – Program Debrief

- a. Debrief about Museum of Tolerance
 - i. Papers
- b. Mid-Year Evals
- c. Feedback on the Program
 - i. Desires for Next semester

Appendix 2: Diversity and Social Justice Project Rubric

	Capstone	Milestones		Benchmark
	4	3	2	
Self-Awareness <i>Cultural</i>	Effectively analyze and evaluate significant issues in the natural and human world based on integrating and articulating insights into one's own cultural rules and biases.	Analyze and evaluate issues in the natural and human world based on one's own cultural rules and biases.	Analyze ways that human actions influence decision-making in certain cultural context issues in the natural and human world.	Identify some connections between an individual's personal decision-making and certain cultural issues.
Cultural Diversity <i>Cultural worldview frameworks</i> <i>Curiosity</i> <i>Openness</i>	Adapt and apply a complex understanding of cultural differences and multiple worldviews to initiate and develop meaningful interactions, ask complex questions and address significant local and global problems with culturally different others.	Use an adequate understanding of cultural differences and multiple worldviews to interact with, ask questions of, and address significant local and global problems with culturally different others.	Uses a partial understanding and acceptance of cultural differences to address significant global problems.	Demonstrates a limited understanding and acceptance of cultural differences to address problems.
Empathy <i>Perspective Taking</i>	Utilize diverse perspectives to interpret intercultural experiences in a manner that recognizes the feelings of another cultural group.	Recognize more than one perspective in intercultural experiences.	Identify components of other perspectives in intercultural experiences but responds in all situations with own perspective.	View all perspectives in intercultural experiences through one's own perspective.
Social Responsibility Civic Engagement	Demonstrates independent experience and shows initiative through team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and team membership in civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly participated in civically-focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has experimented with some civic activities but shows little internalized understanding of its aims or effects and little commitment to future action.

Understanding Systems	Utilize deep knowledge of historical and cultural human organizations to solve complex global problems in the human and natural worlds.	Utilize knowledge of historical and cultural human organizations to develop simple solutions to global problems in the human and natural worlds.	Understands historical and cultural human organizations.	Limited understanding of historical and cultural human organizations makes the development of solutions difficult.
Faith	Articulate and applies deep knowledge of one's own and others faith to facilitate interfaith, global collaboration on culturally complex human and natural problems.	Use adequate knowledge of one's own and other's faith in interfaith, global collaborations on culturally complex human and natural problems.	Use partial knowledge of one's own and other's faiths in interfaith, global collaborations.	Limited knowledge of one's own faith traditions without taking into consideration others faith tradition.

Appendix 3: Diversity and Social Justice Project Case Study (Case Study #4)

Diversity Reflection

Instructions

The reflection you will be completing is designed to measure your understanding of cultural diversity and global awareness.

You should plan for 2 hours at one sitting to complete this assignment.

First, read the article below.

Answer the five or six questions below the article.

Think about each question carefully and then answer as best you can. Please use full sentences and try to respond in complete thoughts. Take as much space as you need.

There are no right or wrong answers. The answer for each question will be evaluated on its own merit and should be complete—do not assume that your answer to an earlier question will be read as part of your answer to a later question.

For your interest, following the questions is a rubric that shows the content areas the content areas we are measuring with the degree and complexity we think your responses should reflect.

When you're finished with your answers, upload your assignment as a Word Doc into Pepperdine's Courses Website (i.e., Sakai) at <https://courses.pepperdine.edu>. Do not include your name on this assignment.

Thank you for helping us with this project!

Dr. Lisa Bortman

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The Washington Post

Here's what you need to know about the kidnapped Nigerian girls, Boko Haram and how the U.S. is getting involved

By Mark Berman Updated: May 13 at 6:00 am

The kidnapping of hundreds of Nigerian schoolgirls sparked an international outcry, caused protests in the United States and across the world and drew help from the U.S. as well as other countries.

It has been nearly a month since the abductions. While the basic attention-grabbing fact of the story is easily understandable — hundreds of girls were kidnapped by militants — it's worth taking a step back to look at what has happened recently, where things stand and, in case you need to catch up, go over the basics of the situation.

Who was kidnapped? How were they abducted?

On April 14, militants kidnapped more than 300 girls from a school in Chibok, located in the remote northeast region of Nigeria. Hundreds of armed militants riding in pickup trucks and on motorcycles arrived, according to a local official, herding girls into the trucks and setting fire to a room in the school before driving into the forest. About 50 girls were able to escape.

Who took them?

Boko Haram, an Islamist extremist group that has killed thousands of people in a series of violent attacks in recent years. (The name means “Western education is sinful.”)

The group was named a Foreign Terrorist Organization by the State Department last November. Its membership ranges “from the hundreds to a few thousand,” the State Department said in its annual terrorism report last year, and the group gets most of its funding from bank robberies and criminal activities like extortion or demanding ransom after kidnappings. (In that sense, it is similar to al-Qaeda and similar groups, which also get most of their funding from similar criminal actions.)

How has the U.S. government reacted?

The White House announced last week that the U.S. was sending a team of military, law enforcement and other personnel to help the Nigerian government search for the missing girls, though White House Press Secretary Jay Carney said that the U.S. was not considering using force or involving troops.

A team of 27 U.S. experts sent to help in the search will contribute U.S. intelligence information and surveillance abilities, the Obama administration said Monday.

Carney said the team includes five State Department officials, 10 Pentagon planners and advisers who were already in Nigeria, and seven more sent from the U.S.-Africa Command, along with four FBI experts in safe recovery, negotiations, and preventing future kidnappings.

“The scope of that assistance has been outlined, and it includes military and law enforcement assistance, advisory assistance, as well as intelligence, surveillance, and reconnaissance support,” Carney said.

All but one of the 27 team members were in place in the Nigerian capital Abuja on Monday, the State Department said.

What kind of surveillance support? Will that include the use of drones?

Although Carney would not provide much detail, his summary was the clearest statement yet that the United States will use its own satellite or other surveillance data and provide intelligence analysis for the search effort, which critics of the Nigerian government contend, has been lackadaisical and poorly resourced. Last week, Pentagon officials said that no American surveillance assets had been brought to bear at that point.

A senior Pentagon official said the United States has not mobilized drones to aid the search of the girls. The U.S. military has drones nearby assisting in the search of warlord Joseph Kony, and commanders in African are exploring whether they should be diverted to Nigeria, the official said.

The United States is also likely to provide help monitoring and intercepting communications among members of Boko Haram.

“When we talk about assisting in the effort to locate the girls, we are talking about helping the Nigerian government search an area that is roughly the size of New England,” Carney added. “So, this is no small task. But we are certainly bringing resources to bear in our effort to assist the government.”

Have other governments gotten involved?

In addition to the U.S., France, Britain and Israel have said they will help. Israel said Monday it had forces on the ground in Nigeria, while Britain sent a team with intelligence representatives as well as law enforcement authorities.

Have the girls been seen since they were abducted?

A video believed to be from the Boko Haram group [was released on Monday](#), seemingly showing some of the girls in head scarves and praying. This would appear to be the first glimpse of the abducted girls, coming nearly four weeks after they were first taken.

In this video, which the State Department believes is legitimate, Boko Haram leader Abubakar Shekau says the girls wouldn't be released until imprisoned Boko Haram militants are freed. This would also appear to be the first indication of what the militants say it would take for them to free the girls.

Mike Omeri, a senior official at the Nigerian Ministry of Information, said at a news conference that the government was “considering all options.”

Asked about new video purporting to show some of the abducted teenagers, Carney said the United States has no reason to question its authenticity. “Our intelligence experts are combing over it, every detail of it, for clues that might help in the ongoing efforts to secure the release of the girls,” he said.

State Department spokeswoman Jen Psaki suggested the United States would oppose anyone paying a ransom for some or all of the girls, but said the Nigerian government is making its own decisions.

“The United States policy ... is to deny kidnapers the benefits of their criminal acts, including ransoms or concessions,” Psaki said.

What about that hashtag I kept seeing everywhere?

Our prayers are with the missing Nigerian girls and their families. It’s time to #BringBackOurGirls. — The First Lady (@FLOTUS) May 7, 2014

The #BringBackOurGirls hashtag on Twitter and a parallel campaign on Facebook seemed to help push the story of the missing girls into the mainstream (though it fueled, for the umpteenth time, a debate over whether “hashtag activism” actually accomplishes anything). It often consists of individuals (including public figures like first lady Michelle Obama and British Prime Minister David Cameron) holding up a piece of paper with the hashtag as a way to show their support. The Facebook campaign, in turn, has been promoting rallies held around the globe.

What has the Boko Haram group done in the past?

In February, Boko Haram attacked multiple villages, setting thousands of buildings on fire and killing more than 200 people, according to the State Department. “We support Nigerian authorities’ efforts to investigate these cowardly acts and to bring the perpetrators to justice,” Secretary of State John Kerry said in a statement at the time. Kerry added that the U.S. would provide counter-terrorism aid to Nigerian authorities to help them combat Boko Haram.

The group was also responsible for “unspeakable violence,” Linda Thomas-Greenfield, the top State Department official for Africa, said in a testimony last year. That violence included attacking the United Nations headquarters in Nigeria’s capital, kidnapping French tourists and shooting more than 100 people in Benisheikh.

Has the U.S. previously helped Nigeria combat this group?

Former officials and Africa specialists said that Nigeria had not been particularly amenable to offers of assistance from the U.S. “The Nigerians have shown a reluctance to accept not only our assistance but also a reluctance to accept some of our analytic advice,” Johnnie Carson, who was assistant secretary of state for Africa until last year, told The Post last week.

John Campbell, a former U.S. ambassador to Nigeria, said that President Goodluck Jonathan had resisted help. The government had also brushed off American advice about using economic and political outreach to disaffected Muslims in the northern parts of the country.

“The recent ramped-up security assistance to Nigeria is a response to global public outcry which shamed the government in Abuja into accepting help,” J. Peter Pham of the Atlantic Council said. “Up to now, to be fair to the Obama administration, it could only do so much without trampling on Nigerian sensitivities.”

An adviser to Jonathan said last week that terrorism “is very new in Nigeria,” adding that the country was eager to accept help from the U.S.

Was there any warning of the abduction of the schoolgirls?

Amnesty International released a report Friday saying that the Nigerian military had more than four hours of notice about the attack but failed to stop it. The human rights group, attributing this information to sources inside the Nigerian military, said that local groups had “repeatedly alerted” military commands between the evening of April 14 and the early morning hours of April 15. A local government official told the Associated Press that he alerted soldiers guarding Chibok, sending an SOS to barracks an hour’s drive away, but no help arrived.

Ernesto Londoño and Anne Gearan contributed to this report.

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Comments:

5/13/2014 8:14 PM PST [Edited]

On February 25, 2014, a month and a half before the April 14, 2014 Chibok kidnapping, fifty-nine students were killed at the Federal Government College of Buni Yadi, aco-educational, secondary school, in Yobe State, Nigeria. All of the students killed were male. Some died from gunshots or knife wounds, while others were burned to death. Survivors and victims' bodies were taken to Sani Abacha Specialist Hospital in the state capital of Damaturu. A hospital spokesperson said it appeared that the militants had intentionally "spared" female students. No group has claimed responsibility for the attack, but according to media and local officials the Islamist militants Boko Haram are suspected to be behind the attack.

Human Rights Watch states that Boko Haram uses child soldiers, including 12-year-olds. For a decade, Boko Haram has been kidnapping young boys to use as soldiers as well as for god knows whatever reasons.

Where is the outrage when boys are victimized? Where were the 'Protect Our Boys' signs. Where were the hashtags then? Why does the first lady only show concern, and act, when something happens to girls. If there had been international outrage and action after the slaughter of 59 innocent boys at the Federal Government College of Buni Yadi (or after the many previous atrocities committed by Boko Haram) this mass kidnapping of girls (and other atrocities) may have been prevented. Why worry though. They were only boys.

Reflection

After you read the article, respond to the following prompts:

1. After reading this article, explain what you think key issues are being discussed. In your answer, be sure to try to fully describe the social problems that are reflected in the story.
2. When you reflect on this story, why do you think these problems exist?
3. Who do you think is responsible for this problem? Explain how they are responsible as fully as you can.
4. In what ways do you identify with this story? What is the connection between this story and your own set of experiences?
5. Why do you think the kidnapping and forced religious conversion of the Nigerian girls elicited such a strong Nigerian and worldwide response given that the conflict has been raging for six years? If the girls had not been kidnapped from their families but nonetheless forced to convert from Christianity to Islam by Boko Haram do you think the international response would have been different? Why or why not? How does the international response differ from the perspective of the captors, given that they claim that their faith is one of the reasons for their actions?
6. If you were to assist in developing an action plan, what would it look like? Explain your answer completely, including who you would involve, what kinds of resources would be needed, how your plan would address each of the issues and facets of the problem you identified earlier.
7. In your time of study at this university, have you learned anything in courses or through other university-sponsored activities that informs your own views and responses to this article? If you had completed this assignment prior to enrolling here, would your reaction to this article have been different? If so, describe how your views have changed.
8. How does your faith or your own spiritual sense of self affect your views and responses to this issue?