Inclusive Excellence Report

2011-2013

Office of the Special Assistant to the President and Provost for Diversity Affairs.
# Messiah College Inclusive Excellence Report 2011-2013

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgements</td>
<td>2</td>
</tr>
<tr>
<td>Preface</td>
<td>2</td>
</tr>
<tr>
<td>Institutional Efforts</td>
<td>3</td>
</tr>
<tr>
<td>Our Commitment to Inclusive Excellence</td>
<td>3</td>
</tr>
<tr>
<td>The Diversity Strategic Plan, 2011-2014</td>
<td>4</td>
</tr>
<tr>
<td>Inclusive Excellence &amp; Institutional Strategic Planning</td>
<td>5</td>
</tr>
<tr>
<td>Inclusive Excellence &amp; Institutional Realignments</td>
<td>5</td>
</tr>
<tr>
<td>The Office of the Special Assistant to the President and Provost, for Diversity Affairs (SAPPDA)</td>
<td>5</td>
</tr>
<tr>
<td>Educational Programs and Diversity</td>
<td>7</td>
</tr>
<tr>
<td>Campus climate</td>
<td>8</td>
</tr>
<tr>
<td>Other Highlights</td>
<td>10</td>
</tr>
<tr>
<td>Echoes of Inclusive Excellence on Campus</td>
<td>12</td>
</tr>
<tr>
<td>Challenges &amp; Opportunities</td>
<td>21</td>
</tr>
<tr>
<td>Students</td>
<td>24</td>
</tr>
<tr>
<td>Employees</td>
<td>32</td>
</tr>
<tr>
<td>Glossary</td>
<td>34</td>
</tr>
</tbody>
</table>
Acknowledgements

The assistance of the following individuals is gratefully acknowledged: Tatiana Diaz, Julie Gustafson, Carol Hostetter, Alexis Jackson, Chimene Jackson, Don Lerew, Laura Miller, Faith Minnich, Deb Sauders, Anna Seip, Matt Creason, Imani Studivant, Christina Thomas. A number of offices and individuals, too many to note here, collaborated in the preparation of this report, supplying data, quotes, and reflections on the work on diversity and inclusion in their respective areas of operations. A heartfelt thanks is extended to them as well.

Preface

Messiah College’s engagement with diversity work is not confined to the recent past only. It could be argued that the arrival of Messiah’s first international students from Armenia (in 1912, then part of Turkey) or of Rachel Flowers, the first African-American student to enroll (in 1918) were very early instances of the college’s engagements with questions of diversity, equity, and inclusion. The opening of the Philly Campus in the 1970s and collaborative venture with Daystar University in Kenya (in the 1980s) signaled broader, albeit uncoordinated, institutional commitments to diversity and intercultural engagement. In the early 1990s when the college moved to the current General Education program, it created a space for leveraging diversity in not just our curriculum but also allowed for student and faculty recruitment in new areas eventually resulting in the creation of offices for multicultural and international programs. Many of these notable achievements in diversity work have been forgotten in institutional memory, and therefore need to be remembered.

The first decade of the twenty first century saw further advances in the area of diversity work under the leadership of the current President Kim S. Phipps. By tasking specific individuals with diversity portfolios and conducting a campus climate survey in 2007 the stage was set for drawing the College’s first diversity strategic plan in January 2011. For the first time, in the college’s hundred year old history, diversity, inclusion, educational excellence and reconciliation were brought into a synergistic relationship with institutional governance, educational programming, social composition, spiritual formation and community partnerships. Today, incorporating diversity priorities into the College’s “Second Century” Institutional Strategic Plan (2012-2016) has injected renewed optimism that in years to come the benefits of diversity will expand to include many more areas of campus life.

This report could not have been completed without the assistance of many individuals and offices spread across the campus. In particular I would like to thank my research assistants Alexis Jackson & Christina Thomas for their invaluable help in preparing this report.

Bernardo A. Michael
Special Assistant to the President and Provost, for Diversity Affairs
(hereafter SAPPDA or Special Assistant)
Institutional Efforts

Our Commitment to Inclusive Excellence

Yet, even as we make the case for a Messiah College education, we need to consider the changing racial, ethnic and economic demographics of our primary recruitment audiences. Therefore, our efforts to become a more culturally sensitive and hospitable community will continue in earnest. Theme Three of our “Second Century” plan calls for the continued implementation of the College’s Diversity Plan and the maximization of the partnerships at the heart of our newly configured Intercultural Office. As we successfully recruit and retain students and employees from diverse backgrounds—while simultaneously facilitating global educational, research and service opportunities—we will ensure the significance and vitality of a Messiah College education.

Kim S. Phipps, 2012
State of the College address

Messiah College is an institution committed to diversity, inclusiveness, intercultural learning and reconciliation. Our goal is to provide students, faculty, educators, and staff with the opportunity to live, learn, and serve in a world that is increasingly diverse and interconnected. Messiah College’s commitment to diversity is necessary because the pursuit of our mission “to educate men and women toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership and reconciliation in church and society” requires both an appreciation for and an ability to engage difference in a way that promotes wholeness and reconciliation with God, with each other, and with all of creation. Our core Christian values as understood in our foundational documents compel us to leverage diversity in our pursuit of academic excellence.

In defining academic excellence, Messiah College has adapted the concept of inclusive excellence developed by Association of American Colleges and Universities which posits that an educational institution cannot truly be excellent if it does not draw upon the full range of humanity and that diversity is central to educational quality. Inclusive excellence is an “active, intentional, ongoing engagement with diversity in interpersonal relationships, in the curriculum, in the co-curriculum, and in the communities with which students, staff, and faculty connect.”

Diversity is seen as an asset in the educational community which can and must be engaged in the learning process, rather than framing difference as a problem to be solved or a challenge to be addressed. Implementing “inclusive excellence” aids in preparing students to become agents well equipped to adapt, engage, work, learn, and heal within diverse worlds, both at home and abroad. The responsibility for pursuing inclusive excellence is a collective one that falls on the shoulders of every individual and office on campus through the pursuit of opportunities for professional development, training and spiritual formation. Consequently, Messiah College’s Fulfilling our Promise strategic plan (2008-2012) called for the implementation of “a comprehensive and coordinated institutional diversity plan that will nurture a pervasive campus culture in which

1Association of American Colleges and Universities, “Making Excellence Inclusive,”
diversity is understood as a means of achieving and sustaining institutional excellence, including professional development of employees and optimal learning outcomes for all students.” (Theme 4, Goal 1).

“Messiah College is a Christian College. Most of my previous thinking related to diversity has had to do with the Christian theological and ethical resources related to the value of all persons, justice, and reconciliation. While this is a necessary foundation for cultivation of diversity at the College, it is not sufficient. Messiah is also a Christian College. We have an educational mission, and diversity is a necessary component to educational excellence. It is this “both/and,” -- the fact that we are both a Christian institution and an educational institution -- that provides the basis for our emphasis on diversity at Messiah College.”

Randall G. Basinger, Provost and Professor of Philosophy

The Diversity Strategic Plan, 2011-2014

In January 2011 the College approved its first Diversity Strategic Plan (2011-2014). The plan pursued diversity goals in The College’s Diversity Strategic Plan seeks to pursue these goals in five broad areas. First, it proposes to enhance institutional capacity-in its leadership, structures and policies—that will uphold diversity as a core value at every level of the College’s functioning, both strategic and operational. The plan also calls for the sustainable allocation of resources along with putting in place systems of accountability that ensure that diversity goals are resourced and progress is measured on a regular basis. Secondly, the plan focuses on facilitating access and ensuring success for all in order to create a diverse body of students, educators, staff and administrators who are committed both, personally and professionally, to the goals of inclusive excellence. The College will provide educational and training opportunities for enhancing the intercultural experiences and competencies of its members. The third theme recognizes the importance of designing educational programs and providing opportunities for educator development that can be assessed to ensure that diversity and inclusion goals are being met. The fourth area focuses on the creation of a campus climate that facilitates intergroup relations that are purposeful, reconciliatory and mutually beneficial. The plan calls for the use of training, professional development, evaluation and dialogue as mechanisms to create an inclusive campus with established protocols to address diversity related grievances and concerns. Finally, the diversity plan also directs the college to strengthen its engagement with diverse external communities so as to promote inclusiveness in college. The Diversity Strategic Plan has now been folded into the current “Second Century” Institutional Strategic Plan (2012-2016). Today, both the College’s Strategic Plan and the Diversity Strategic Plan seek to infuse inclusive excellence in all areas of life at Messiah College in order to promote cross cultural understanding, global learning, civic responsibility, social justice, peace, and reconciliation, along with sustainable spiritual and environmental practices. The director of academic assessment is working to articulate measurable objectives related to this plan and to develop a comprehensive assessment process. The Special Assistant
continues to develop annual plans with distinct yearly goals that meet the mandates of the diversity strategic plan in a tactical fashion.

Theme 3 of the College’s Second Century Plan continues to build on the momentum built by strategic initiatives in the area of diversity by calling for the effective preparation of “students to lead and serve a complex 21st century society by encouraging the development of diverse and global perspectives.”

**Inclusive Excellence & Institutional Strategic Planning**

Messiah College’s Second Century institutional strategic plan (2012-2016) seeks to accelerate the college’s progress in its pursuit of inclusive excellence. The aim to become an inclusively excellent institution was launched by the previous strategic plan (Fulfilling Our Promise, 2008-2012) which inaugurated the college’s first diversity strategic plan. The current Second Century plan calls for enhancing the visibility to the diversity strategic plan, and in particular, infusing intercultural commitments in the curriculum, recruitment, student learning and faculty development. David Walker, Vice President for Finance and Planning played a key role in folding diversity initiatives into the College’s strategic planning process.

**Inclusive Excellence & Institutional Realignments**

Following the approval of the Diversity Strategic plan by college governance bodies in early 2011 steps were initiated to provide flesh to its recommendations. In the areas of governance, the college’s first diversity committee was appointed under the leadership of the Special Assistant to the President & Provost for Diversity Affairs (SAPPDA). Members of the committee are drawn from various sectors of campus to represent educators, administration and staff who gather every three weeks to conduct business related to operationalizing the goals of the diversity strategic plan. Leaders of important stakeholders such as the Office of Disability Services, Multicultural Programs, and International Students programs are also given representation on the committee. In addition to this the Gender Concerns committee was revived and discussions are underway to consider the administrative expressions of the growing importance of global and intercultural focused programming. Within this new institutional architecture of realigned offices and committee structure, inclusive excellence initiatives and concerns find pathways for expression and action that can reach all the way to the office of the President.

**The Office of the Special Assistant to the President and Provost, for Diversity Affairs (SAPPDA)**

The office of Special Assistant for Diversity Affairs is critical to the unveiling of inclusive excellence initiatives across the campus. The current Special Assistant is Bernardo A. Michael, is also a full-time tenured faculty member from the Department of History. He collaborates with diverse constituencies across campus to ensure that the diversity strategic plan is being implemented. At the same time, the Special Assistant
performs a variety of services that are related to diversity work: building relationships based on mutual respect and trust in order to cultivate allies across campus to advance inclusive excellence; translating the strategic and tactical value of diversity work in a manner that is meaningful to various constituencies; hearing grievances and concerns of individuals and offices in order to improve campus climate; meeting with incoming employees and community partners to promote diversity work at the college; and collaborating with college officials to develop instruments to assess inclusive excellence. The Special Assistant chairs the Diversity Committee and sits on various college governance bodies such as the College Council and Generative Thinking. Since the Special Assistant reports regularly to the President and the Provost, she or he is able to provide regular updates to them while soliciting their support and feedback. Given the role and responsibilities of the special assistant, this individual, in principle, has unprecedented vertical and horizontal access to offices and individuals across the campus. This new institutional architecture gives room for generating potentially powerful institutional synergies to advance the work of inclusive excellence at the college.

(See image below)
Educational Programs and Diversity

Messiah College’s educational programming in the curriculum and cocurriculum continues to value student engagement with diversity in its learning outcomes. General Education courses such as the core Created and Called for Community, Non-Western cultures, Ethics, Worldviews and Pluralism, required courses on languages and cultures, and a number of discipline based courses offer students ample opportunities to engage questions of diversity, equity, and inclusion, both within and outside the United States.

The following majors, minors, and concentrations retain a significant focus on understanding diversity.


The college also includes diversity awareness as a central component of cocurricular programming. The Intercultural Office supports a wide variety of activities on campus, such as the Martin Luther King, Jr. Celebration, International Education Week, and other observances that focus on the cultural heritage of the student body and its employees. As part of the First Year Experience, students participate in an Into the Streets service program that takes them into Harrisburg to experience a diverse urban environment.

Messiah College maintains the following offices and centers: Education Abroad, which is responsible for study abroad and other external programs; the Philadelphia Campus, where students participate in coursework that engages diversity in the Philadelphia area; the Agapé Center, which is responsible for service-learning and mission-oriented trips and activities in the Harrisburg area and abroad; the Engle Center, which offers programs and personnel for counseling students of color and international students; the Collaboratory, which facilitates and directs experiential student learning and service across the globe; and the Sider Institute, which focuses on programming promoting peace and reconciliation.

Assessment results related to diversity are encouraging. As indicated above, the assessment of general education courses is generally positive. Non-Western and Pluralism courses, history courses, and language and cross-cultural courses demonstrate success in student learning objectives related to diversity. The Education Abroad program evaluates study-abroad experiences, and students consistently show a very high degree of engagement with their host countries, an understanding of at least some basic cultural differences between these countries and their home country, and an ability to reflect on the effect of those differences on their self-understanding.
National survey results—Association of Independent Colleges and Universities of Pennsylvania (AICUP) First-Year Student Survey and College Senior Survey (CSS) — also suggest that Messiah’s educational offerings and programs have deepened students’ competencies in diversity issues. Sixty percent of first-year students either agreed that Messiah College has significantly contributed to their understanding and awareness of people of other cultural, racial, and ethnic backgrounds (AICUP). About 70 percent of students agreed that “racial reconciliation as a Christian ethic is an important part of the Messiah College community” (AICUP). Nearly 77 percent of first-year students agreed their “understanding of complex issues” had improved, with 69 percent agreeing their “understanding of others” had improved (AICUP). Seventy-one percent of seniors had taken an ethnic studies course, and 18 percent had taken a women’s studies course (CSS). 38 percent of respondents had attended a racial/cultural awareness workshop. Thirty-one percent had a roommate of different race or ethnicity, and 12 percent had participated in an ethnic/racial student organization (CSS). About 40 percent of the seniors reported that it was “essential” or “very important” to “promote racial understanding” (CSS). Perhaps most significantly, 90 percent of the reporting seniors described their current knowledge of people from different races and cultures as either “stronger” or “much stronger” than when they came to Messiah College (CSS). Seventy-three percent of students reported that their “ability to get along with people of different races/cultures” had improved (CSS). [Adapted from Messiah College’s 2013 Self Study Report for the Middle States Commission on Higher Education].

Campus climate

Messiah College’s first campus climate survey (2007) indicated that the college was successful in providing a flexible, family-friendly work environment in addition to having a leadership committed to an inclusive and embracing culture. However, the survey also indicated that more needed to be done in the areas of recruitment and retention

“Participants on Messiah College’s Civil Rights Tour (2011) stand in front of the Civil Rights Memorial at the Southern Poverty Law Center, Montgomery, AL.”

“The Civil Rights tour was an exciting and educational experience that gave me a deeper understanding of a time in our country’s history that fundamentally altered the civil rights landscape. I gained an up-close and personal understanding of the gripping and tragic circumstances that people endured just to gain basic rights. The trip has served to provide me with more insight not only about our own country’s struggle for equal rights for all citizens, but also how this struggle for basic civil rights continues today throughout the world. I now share my experiences with colleagues across the campus.”

Charlotte Knudsen, Conference and Events Coordinator, Civil Rights Tour participant, 2012
underrepresented faculty and students, educational programming, communications, and training in order to create a climate that was truly inclusive and equitable to all minority and underrepresented employees and students. The 2007 Campus Climate report resulted in the creation of a task force that would produce the College’s first diversity strategic plan (see above). While improving campus climate will always be a multi-pronged effort involving multiple offices, programs, and constituencies, and much more needs to be done in this area, some steps have already been initiated.

Between 2010 and 2011 nearly 80 individuals drawn from various employee groups underwent anti-racist training conducted by Crossroads Antiracism Organizing Training. Follow up assessment and dialogues undertaken among the participants revealed a range of responses from enthusiastic affirmation to sincere disapproval. The Special Assistant led the post workshop dialogues and was also able to meet individually with employees and hear their concerns.

Every year, the college sends 5 individuals, drawn from diverse employee groups, on a Civil Rights Tour organized by the Common Grounds Project (currently housed in the Department of Communications at Geneva College. These employees return with a better understanding of race relations and the civil rights movement in the United States and a stronger commitment to diversity efforts at the college.

Messiah College has also sent representatives to recent diversity-related conferences including those organized by the Association of American Colleges and Universities, the Coalition of Christian Colleges and Universities, National Conference on Race & Ethnicity (NCORE), Association of International Educators (NAFSA), Pennsylvania Association of Liaisons and Officers of Multicultural Affairs (PALOMA), and UCLA’s Higher Education Research Institute (HERI). In addition, teaching enhancement grants for the 2012-2013 academic year offered support to faculty who proposed projects connecting their teaching to diversity and inclusive excellence.

In addition to this, formal and informal channels have been created for students and employees to voice grievances and report perceived breaches of institutional integrity and policies resulting in harassment and discrimination. Furthermore, protections such as whistleblower protection, academic integrity, and an online Silent Witness program are now in place. They are also clearly articulated in official documents such as the Employee Policy and Procedure Manual and faculty and student handbooks. Search engine optimized entry points have been analyzed and strengthened so that students and employees can easily access grievance channels on the College’s website. An online survey distributed to all employees in October 2011 (which generated a 50% response rate out of a total of 381 respondents) indicated that a substantial majority of employees (about 84%) thought that the College provides them with channels to express perceived breaches in institutional integrity. The Office of Human Resources and Compliance is working on streamlining these protocols and developing educational materials that will be distributed to all employees and students.
Finally, the Offices of Human Resources and Compliance, the Special Assistant, the Provost and the Committee on Race, Ethnicity and Reconciliation (also known as Micah) are beginning to collaborate on laying the groundwork for undertaking the next campus climate survey at the college along with preliminary work on putting in place a comprehensive package of diversity education programs for employees.

**Other Highlights**

**Faculty Recruitment Toolkit**

The offices of the Provost, Human Resources, and Special Assistant collaborate to unveil a new faculty recruitment toolkit that clearly identifies, both in principle and process, the recruitment of diverse faculty as an institutional priority. Going forward all faculty search committees will be employing this toolkit to inform the search process. Among the new strategies being encouraged is “active recruitment”—the use of highly intentional networking to bring diverse applicants into the recruitment process. In order to meet strategic expectations related to diversity, the Office of Human Resources & Compliance in collaboration with the Provost and Special Assistant recently finalized a faculty recruitment toolkit to ensure that departments conduct searches with an awareness of the importance of diversity and inclusion. This includes the improvement of the recruitment and hiring procedures across all divisions, as well as the redesign of employee orientation and the onboarding process.

**Lloyd & Lois Martin Multicultural Scholarship**

In 2012-2013 the Lloyd and Lois Martin Multicultural Scholarship is awarded to 10 students whose academic achievements are matched by their desire to serve church and society, and their commitment to promote racial and ethnic diversity and reconciliation. 19 additional partial tuition Amigo Scholarships are awarded to deserving applicants for the Martin Multicultural Scholarship. Participants noted that the Martin Multicultural Scholarship program challenged them academically and exposed them to the promises, challenges and opportunities presented by diversity and reconciliation on campus and in the world. Over 85 percent of program participants experienced a strong feeling of belonging to the Messiah campus community conveyed through their interactions with peers, mentors, and meeting program requirements. The Martin Multicultural Scholarship program continues to contribute towards the creation of a hospitable campus climate through the pursuit of multicultural engagement and reconciliation.

**Intercultural Office**

In summer 2012 Messiah College creates a new Intercultural Office that unifies four distinct but interconnected areas: Education Abroad, International Programs, Multicultural Programs, and International Student Programs. The programs, services and resources of

---

**Mission Statement of the Intercultural Office**

To embrace the diversity of the body of Christ by creating and providing safe, transformative learning environments and opportunities for students to engage the world as reconcilers and servant leaders at home and abroad.
the office will equip a diverse body of students with the necessary knowledge, skills, and attitudes so necessary for intercultural competency and reconciliation in our increasingly interconnected world of the 21st century.

Global Engagement at Messiah

After nearly a year of study, consultations, and review, the Global Engagement at Messiah (GEM) working group submitted its report in August 2012. The report, prepared by a team of 7 members, while hailing the college’s robust offerings of international programs, went on to recommended ways of strengthening ongoing initiatives that would enable the campus to embark on a comprehensive program of global engagement and intercultural reconciliation. Enlarging the footprint of global programs at Messiah College requires administrative realignments along with the simultaneous pursuit of intercultural competency and reconciliation as important learning outcomes. Over 90% of educators surveyed (n = 135) believed that it was important the college continue its commitments to global learning while preparing students to become interculturally competent. Ongoing discussions at the college seek to align these recommendations with strategic institutional priorities and resources in order to ensure their viability and sustainability.

International Student Recruitment

The college includes international student recruitment as a priority in its enrollment management plan by seeking new ways of identifying and recruiting of international high school and community college students who are already studying in the United States. In Spring 2011 President Phipps undertook a Pacific Rim Recruitment trip where in partnership with current Messiah parents in the region she networked with high school counselors and church leaders in an effort to understand how the college could meet their higher education needs and expectations.

Spiritual Formation & Inclusive Excellence

Messiah College’s commitments to the Christian faith and academic excellence have made it imperative that there be a blending between inclusive excellence and spiritual formation. The college community is an intentionally sacred

Eldon Fry, Senior College Pastor
Educational space where inclusive excellence and the formational process are brought into dynamic partnership. The office of College Ministries under the leadership of Pastor Eldon Fry has initiated the process of exploring what such a partnership would look like in its institutional incarnation.

Senior College Pastor Eldon Fry states, “Because of its unique role in shaping the Christian spiritual formation model and providing leadership for required Chapel, it is essential that the College Ministries pastoral staff, speakers, student leaders and programming reflect a commitment to diversity and inclusive excellence within the framework of Christian spiritual formation. Therefore the pastoral staff and affiliated student members should promote a biblical understanding of diversity and model how it can be lived in reconciliation with God and each other.”

**Educational Technology & Disability Services**

The Educational Technology Strategic Plan (Theme 1, Goal 6, 2010-2013) seeks to enhance the teaching and learning environments for students and educators by providing instructional support in making courses and websites ADA compliant. The college website is powered by a proprietary web content management system called Jadu which is primarily ADA compliant and efforts are underway to educate faculty and staff on accessibility standards. The college just announced, at the time of writing this report that it is moving to Canvas, a new Learning Management System (LMS), which will provide enhanced accessibility features that can be evaluated for conformance with ADA standards. The college’s investments in the area of educational technology will continue to inform teaching and learning initiatives on campus in the years to come.

**Echoes of Inclusive Excellence on Campus**

**International Programs**

Messiah College is currently ranked 14th in the nation among Bachelor’s institutions sending students abroad, with an estimated 65.1% of Messiah students studying internationally according to the Institute of International Education’s annual Open Doors report. Messiah has consistently ranked in the top 20 of Bachelor’s institutions sending students abroad for the past 10 years. Between 2000 and 2013 the college on an average offered 16 J& May Term courses involving 23 faculty and 243 students every year. Student off-campus participation continues to be robust despite a decline in recent years (see figures on next page).

“*The growth of international education at Messiah College over the past eighteen years is a remarkable achievement for the Messiah community. The unique constellation of Messiah’s devotion to service, faith, and intellectual growth has manifested itself in its global programs and led this community of educators to create multiple programs and resources with which it can further its mission.*”

*Messiah College International Education External Peer Review Report, 2012*
The Collaboratory

The Collaboratory for Strategic Partnerships and Applied Research continues to leverage disciplinary knowledge for the solution of real world problems around the globe. Students and educators work side by side in the Collaboratory in the fields of engineering, business, education, science, health, and mathematical and information sciences.

The Collaboratory’s Africa Water and Disabilities Study (AWDS) brings students to the intersection of academic exploration, personal engagement, and spiritual formation with the needs of the world. "I can't imagine," says Evie Telfer Associate pastor at the College and member of the AWDS team, "a more rewarding experience than sitting under the tree in rural Ghana watching students interact with local people with disabilities and seeing the synergy that emerges as both groups realize they have something important to give each other, to watch as the students see for themselves the relevance of their work in the lab and in the classroom to the needs of real people on the other side of the world. This is the kind of mustard seed educational moment that changes a life...maybe many lives."
“Collaboratory participants are demonstrating God’s love through creative applications of their academic disciplines. Whether creating jobs for AIDS orphans and survivors in Zambia, increasing math literacy among the visually impaired in Burkina Faso, developing village-scale water purification technologies in Honduras, or using wireless remote coaching to enable Pennsylvanians with Asperger’s disorder to stay in school or keep a job, every Collaboratory project begins with and is sustained though long-term partnership and mutual dependency with a partner community. Learning to accomplish together what would be impossible on our own is both a process and sign of reconciliation.”

– Dr. David Vader, Director, The Collaboratory for Strategic Partnerships and Applied Research (2009)

**Marketing and Public Relations**

The Office of Marketing and Public Relations deploys Inclusive Excellence Protocols that seek to ensure compositional diversity in its publications while striving to balance principles of authenticity and integrity with inclusion and equity. The OMPR has consciously sought to translate the ideals of inclusive excellence in its marketing and publications practices.

**Diversity Affairs**

The office of Diversity Affairs develops its website to represent in an integrated fashion the ongoing work of inclusive excellence at the college. In addition to links to various offices and programs on campus it also provides a growing list of resources on diversity, inclusion, equity, excellence and reconciliation. Customized buttons provide endpoint students and employees with information on the college’s harassment policy and secure procedures for reporting the same. More details can be found at messiah.edu/offices/diversity/index.html.
Emmanuel Katongole

On February 26, 2013, Emmanuel Katongole an Associate Professor of Theology and World Christianity, Duke Divinity School delivered the annual lecture on Religion and Society. Born and educated in Uganda, Emmanuel Katongole was ordained a Roman Catholic priest by the Kampala Archdiocese in 1987 and has subsequently served parishes in Africa, Europe and the United States. A Catholic priest and since 2001 and professor of theology and world Christianity at Duke Divinity School, he helped co-found the Center of Reconciliation. Katongole’s teaching, preaching and scholarship covers a wide range of issues related to Christianity and violence, including the genocide in Rwanda from which he drew on to craft a new Christian Social Imagination in a lecture appropriately titled “Christian Social Imagination: Envisioning the Kingdom of God Today.” In January 2013, Katongole joined the faculty of the University of Notre Dame. This lecture formed a part of Messiah College’s special series of “Courage and Conviction” events during the 2012-2013 academic year.

Reorganizing the Racial Justice and Multicultural Education (Micah) Committee

In 2011 the creation of a Diversity Committee was followed with the reorganization of the College’s premier and only committee on diversity, the Racial Justice and Multicultural Education Committee (also called Micah). This 21 member committee was resized and tightened to 9 members and the committee itself was renamed the Committee on Race, Ethnicity, and Reconciliation. The Micah Committee is now chaired by the Director of Multicultural Programs and it will focus more specifically on campus climate, and serve as a resource on questions of race, ethnicity, reconciliation and diversity education. The chair of the committee will also sit on the Diversity Committee.
Christina Thomas and Rachel Flowers

Junior, Christina Thomas, won the 2012 Library Research Grant administered by Messiah College’s Murray Library to conduct research on Rachel Helen Flowers (1901-1988), the first African American student to enroll at the college in 1918. The award will allow Thomas to travel to Birmingham (AL) to work on archival materials pertaining to the history of the Flowers family.

Students Alexis Jackson, Bethmarie Lugo and Christina Thomas traveled with Tatiana Diaz, Director of Multicultural Programs, to attend the National Conference on Race and Ethnicity in New York 2012. 3 days of lectures, workshops, and activities provide an enriching experience on various facets of cutting edge work in the areas of inclusion, equity, and institutional diversity. Alexis and Christina return to work for the Office of Diversity Affairs to take on various diversity related research projects and other responsibilities.

27 Alumni from diverse backgrounds gathered at the President’s home at Orchard Hill to celebrate their lives at Messiah College. The event was jointly hosted by the offices of Multicultural Programs, Development, Alumni and Parent Relations, Dining Services, and Diversity Affairs. President Kim S. Phipps welcomed the guests and student researcher Christina Thomas made a heart-warming presentation on Rachel Helen Flowers (1901-1988), Messiah College’s first African-American student.

‘Cooperation,’ she states, “is the remedy. Cooperation in the near future, as it had not in the long past, must solve this…but such cooperation, to be fruitful, demands intelligent leadership, courage, and enthusiasm.” These words were written on October 8, 1931 by Rachel Helen Flowers, the first African American student to attend Messiah Bible and Missionary Training School, in response to the racial inequality found in Philadelphia’s educational system. The accomplishments of alumni of Messiah College are cherished and acknowledged, yet many accomplishments remain unheard and forgotten. As I began to discover the life of Rachel, I soon learned that she was no ordinary woman. Rachel was an activist standing against the racial inequalities which divided the nation through her activism and participation in various social organizations. The legacy Rachel left in Philadelphia encourages the work being done towards diversity affairs at Messiah College. Through her enrollment in 1916, the Messiah community can see the commitment this school has held towards inclusive excellence in the past as well as the present and future.

Christina Thomas, 14
New Developments at the Office of Disability Services (ODS)

The ODS serves to meet the needs of approximately 175 students with disabilities. The mission of the ODS is to advocate for people with disabilities and to provide equal opportunities and equal access to education, employment, programs and activities at Messiah College. The ODS also collaborates with multiple offices and individuals across campus to educate the college community about disability awareness and ADA policies. For instance, it coordinates with the Safety Committee (they will address signage, snow removal, automatic door openers, etc.), Martin Luther King Jr. Day events (celebrating and looking forward to equality and integration in real life), the Retention committee (needs of students with disabilities are explored), Touching Base (giving Resident Directors and the Department of Safety a better understanding of students with disabilities behaviors), and the Diversity Committee. The college is undertaking a number of new initiatives that will impact the ODS. The ODS is now moving to new office spaces in the beautiful and newly renovated Murray library, giving greater visibility and support to its work. Finally, the Diversity Strategic Plan has called for the creation of a Disability Services Task Force that will undertake a comprehensive review of disability services, needs, priorities, proper assessment practices and procedures. The recent approval of a new Learning Management System (LMS) called Canvas is a notable step forward in implementing Universal Design (UD). The additional purchase of MapWorks will facilitate better compilation of student data, a first step in the achievement of better assessment.

Rev. Samuel “Billy” Kyles

On January 24, 2013 the Rev. Samuel “Billy” Kyles the Pastor of Monumental Baptist Church, Memphis, (TN) delivers the Rev. Dr. Martin Luther King Jr. Commemoration lecture titled, “Speaking Truth to Power: Courage and Conviction for Challenging Times.” A national leader of the civil rights movement, and himself a recipient of many national honors, the Rev. Kyles was a friend and colleague of Dr. Martin Luther King Jr. and an eyewitness to King’s assassination in 1968. Rev. Kyles received a standing ovation after delivering a stirring speech on the indestructible quality of dreams of equity and inclusion such as Dr. King’s vision for an integrated society. This lecture formed a part of Messiah College’s special series of “Courage and Conviction” events during the 2012-2013 academic year.
Leymah Gbowee

The Office of the President invites 2011 Nobel Peace Laureate and President of the Gbowee Peace Foundation Africa, Leymah Gbowee to deliver an address that formed a part of Messiah College’s special series of “Courage and Conviction” events during the 2012-2013 academic year. Gbowee’s leadership of the Women of Liberia Mass Action for Peace—which brought together Christian and Muslim women in a nonviolent movement that played a pivotal role in ending Liberia’s civil war in 2003—is chronicled in her memoir “Mighty Be Our Powers,” and in the documentary, “Pray the Devil Back to Hell.” Gbowee delivered a powerful and moving lecture on “on March 18 that was well received.

Helene Cooper

Nearly 700 incoming first year students read as a common text Helene Cooper’s memoir, “The House at Sugar Beach: In Search of a Lost African Childhood.” The book chronicles her youth and coming of age in 1980s Liberia during a period of political unrest. Cooper delivered a lecture titled “Finding my Voice,” at the Common Reading Convocation on September 10, 2012. This lecture formed a part of Messiah College’s special series of “Courage and Conviction” events during the 2012-2013 academic year.

Annette Gordon-Reed

The Center for Public Humanities and the Department of History invited Annette Gordon-Reed to deliver the 2012 Annual American Democracy Lecture on November 6, 2012. Gordon-Reed who is the Carol K. Pforzheimer Professor of History at Harvard University’s Radcliffe Institute for Advanced Study, and Professor of Law at Harvard Law School gave a lecture titled, “Thomas Jefferson, Slavery and Sally Hemings.” Gordon-Reed’s research complicates the long cherished confidence in national heroes such as Thomas Jefferson by revealing his entanglements with slavery and race relations, and especially through his relationship with Sally Hemings.
The Spring Humanities Symposium February 2013

The 2016 Martin Scholar’s cohort participated in a faculty-student colloquium at the Spring Humanities Symposium on the theme of “Issues in the Feminization of poverty.” Other participants included educators Dr. Jennifer McFarlane-Harris, Tatiana Diaz, and Kerrie Taylor. The 2013 Humanities Symposium which focused on the theme of “Wealth: The Promises and Perils of Abundance” featured a number of lectures, colloquia, exhibitions, film screenings and performances that focused on its social, political, economic, intercultural, and religious dimensions. A keynote address by Dr. Geoffrey Galt Harpham, President of the National Humanities Center delivered the keynote titled, “Melancholy in the Midst of Abundance: How Americans Invented the Humanities.”

Agape Center for Service and Learning

The Agape Center for Service and Learning has for long done sterling work in the area of service learning at the College and its surrounding communities. Its Director, Chad Frey, (’96) has noted that, “Christian service is a distinctive and practical way of educating students toward reconciliation. As students serve alongside community partners in a variety of local, national, and international contexts, they are given the opportunity to reflect on their basic beliefs about themselves and others through extended service trips, weekly Outreach teams, and one time service plunge days. Through service-learning, students discover more about who they are and the complexities of engaging the World outside of their own. The Agapé Center provides opportunities for students to practice reconciliation as they serve communities around the world and refine their decisions and action in for a lifelong pursuit of justice.” Chad’s optimism and vision continue to bear much fruit. In October 2012 the U.S. Department of Education and the Corporation for National and Community Service (CNCS) recognized Messiah College as one among the 24 organizations from across the nation as Together for Tomorrow (TFT) Challenge winners for the 2012-2013 school year. Together for Tomorrow is a joint initiative of the White House Office of Faith-based and Neighborhood Partnerships, U.S. Department of Education; Rachel Lesher, Messiah alumni and current intern with the Center for Faith-based and Neighborhood Partnerships, U.S. Department of Education, and Chad Frey, Director of the Agape Center for Service and Learning (from left to right).
Department of Social Work

The department of Social Work at Messiah College emphasizes the development of cultural competency and engagement with issues of inclusion, equity, and justice in diverse contexts. The program’s curricular offerings, text-books, semester long off campus study, and field experiences offer students wonderful opportunities to broaden their horizons through cross cultural engagement. In the past two years 4 students have completed a 450 hour senior field experience in international locations in Thailand and Uganda while using Digital Samba communications technology to participate in their senior seminar being held at the Grantham campus. Dr. Charles Seitz, the current chair, notes that the Social Work program which is nationally accredited and is required to develop student competencies related to diversity and justice issues, has content that connects and assesses this content to assure student cultural competency development.

Social Work major, Lily Smith, 2013, serves as Development and Legal Services Intern at CWS Lancaster Immigration and Refugee Programs where she assists the organizations outreach and legal aid work among refugee populations in the area.

In Spring 2013, the required senior field placement for my Social Work major gave me an opportunity to work with Nepali-Bhutanese refugees in Lancaster, PA. The internship allowed me to apply what I had learned in the classroom into direct engagement with global issues within the context of understanding the cultural backgrounds and resilience along with the anxieties and challenges the refugees face as they settle into their new lives in this country. Refugee resettlement is not just about me helping poor people, but empowering people with opportunities to enrich our society.

Katherine Obenschain, ‘14

David L. Weaver-Zercher

Professor of American Religious History David Weaver-Zercher, continues to publish and speak on various aspects of Amish life and culture. More recently, he was invited to share his views on the PBS American Experience documentary, “The Amish,” a film that premiered in late February. Throughout the film, Weaver-Zercher offers a historical perspective and provides helpful context about common perceptions of the Amish. Studying the Amish and teaching his students about what he likes to call the “internal logic” of Amish life is truly a cross-cultural experience, Weaver-Zercher says. It’s also a helpful way to encourage students to examine their own assumptions about what it means to live a good life. He hopes that by communicating the nuances of Amish life, which shares a heritage with the Mennonite and Brethren in Christ nominations, he can help to dispel misconceptions and allow more Americans to understand the true nature of this community’s radical commitment to Christ and to forgiveness.
Daniel Aleman

Daniel Aleman became the first Student Government Association (SGA) Vice-President for Diversity Affairs. Daniel continues to represent the SGA on the Diversity Committee and contribute to diversity conversations and initiatives on campus.

Daniel Aleman, Student Government Association (SGA) first Vice President for Diversity

Jim LaGrand Continues to Offer a Pluralism Course on African American History

Since 2000 Professor James B. LaGrand has offered a course on African-American history since 1865 for both history and General Education Pluralism in Contemporary Society credit. The course provides a study of historical change in the lives, experiences, legal status, and social status of African-Americans from the abolition of slavery to the present. Special attention is given to African-American campaigns to secure political and social equality over the past 150 years.

Jim LaGrand, Professor of History

“Professor James LaGrand’s course on African American history taught me something new every day that I could appreciate as an African-American student. I believe the class was taught with knowledge and truth and I recommend this course to anyone seeking a balanced perspective on the history of the United States.”

Tyler Henry, 2013

Challenges & Opportunities

The work of institutional diversity, inclusion, and equity is never complete. It is an ongoing process that requires constant vision casting, strong committed leadership, widespread support, careful monitoring, and frequent recalibration. Perhaps the most important facts to consider are those concerning how an institution’s architecture, history, and culture either release and channelize or hinder and choke its potential to become a space where diversity is leveraged to advance Christian faithfulness and academic excellence. In this connection Messiah College has its own share of challenges and opportunities.
For instance, more work needs to be done in raising student awareness about issues of diversity albeit in a developmentally conscious fashion. Evidence from the National Survey of Student Engagement (NSSE) (2011) indicates that Messiah students are similar to students at our benchmark schools in their understanding and valuing of the complexity of diversity (CWEO 6). Given the current focus on diversity it was expected that our students would rate themselves higher than students at our benchmark institutions do. It was also expected that Messiah seniors would rate themselves higher than first-year students on issues related to diversity. But when asked to what extent their experience at Messiah contributed to their knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds, first-year and senior students rated themselves similarly (first-year mean = 2.85, senior mean = 2.78; range 1 = never to 4 = very often). Consequently, the Office of Student Affairs has begun increasing the role and number of conversations around diversity in their planning. For instance, as part of the Residence Life programming called “intentional conversations,” student affairs personnel will be encouraging resident students to engage in the complexities of diversity. Certainly, more work needs to be done in this and other allied areas of educational programming that touch on diversity.

Elsewhere, putting into place mechanisms to assess the college’s efforts at institutional diversity is a priority that will need to be realized within the next year or so. At present assessment instruments are varied and highly dispersed across the institution. As a preliminary step, information from these instruments needs to be collated and a new survey created in the area of campus climate. The Special Assistant is already collaborating with the Provost, the Directors of Institutional Assessment and Institutional Research, and the office of Human Resources and Compliance to initiate measures in the institutional assessment of diversity. The Committee on Race, Ethnicity and Reconciliation (Micah) given its oversight of campus climate issues is already looking into how it might assist in developing an instrument for a campus climate survey.

The recruitment of students and employees from diverse (and especially underrepresented) backgrounds continues to register slow and gradual gains that clearly need to be enhanced. Messiah’s President Phipps in her 2011 State of the College address noted that, “While we believe our students should be prepared to serve a global world, we also believe that the global world needs to be better represented in our campus community. We are actively seeking to recruit an increasingly diverse group of students and employees. Currently, underrepresented racial/ethnic cultural populations and international students at Messiah College comprise 11 percent of our student population and 7 percent of our employee population. As a community, we must work together to increase those
percentages. In order to prioritize diversity recruiting, our human resources department is going beyond traditional approaches by building networks with key contacts in doctoral programs, churches, community organizations and national conferences.”

Improving campus climate continues to be a priority at the college. Whether it be the overall educational experience or inter-group relations within the classrooms, dorms, and office spaces, more work needs to be done to create safe, respectful, and hospitable space for all on campus. There is a pressing need for enhancing the general awareness of the experiences and needs of individuals from diverse backgrounds through various kinds of training and opportunities for inter-group dialogue and collaboration. This presents a remarkable opportunity for the college to provide new opportunities for diversity education through the development of programs that promote awareness and skill based training in inclusive excellence in all areas of campus life and work. Current work being undertaken in the areas of a teaching and learning initiatives and the continued emphasis on inclusive excellence in strategic planning and assessment are hopeful signs of the growing profile of diversity work at the college. Diversity learning outcomes continue to be unevenly present across the curriculum.

Over the past two years, the Provost Randall G. Basinger, has initiated a series of preliminary conversations with different groups including the Board of Trustees, the Ranked Faculty Affairs Committee, the Diversity Committee, and Student Affairs, concerning the difficult issue of homosexuality and the church, and more specifically homosexuality at Messiah College. While the College continues to affirm the common tradition concerning Christian marriage in the church, it also recognizes that there are significant differences of opinion about sexuality in the Church at large and on our own campus. This is an ongoing process that has not reached a conclusion and dialogue with different groups will continue into the next year.

The Evaluation Team for the Middle States Commission on Higher Education in its prepared final report (March 2013) while affirming that the college has successfully met all accreditation requirements and commended its efforts at engaging diversity in various aspects of institutional life. However, it also noted that “the College has not yet fully considered the costs involved in such a change, costs that are both financial

Theater major Tyler Henry (above) ‘13 recalls how she struggled to adjust to Messiah’s campus culture given its low enrollments of underrepresented students and faculty, especially in the fields she identifies most closely with. She hoped that this situation would change given the new emphasis on diversity and inclusion on campus and observed that she was able to adapt to her situation and make friends from diverse backgrounds, both among faculty and students. The sentiments expressed by underrepresented students such as Tyler continue to highlight the need for the college to continue to work on diversifying the curriculum, student and faculty recruitment, and improving overall campus climate.
and social. The team suggests that the College develop a detailed plan that will outline these costs so that the community will be fully aware of what will be required to become a diverse campus” (p. 7). The team also suggested that the college’s drive to engage diversity “should be further developed so as to indicate how a diverse Messiah College would change all aspects of community life and learning, as well as the business model of the College, and indicate how the changes engendered by a diverse campus community find their foundation in the college’s mission” (p. 10). These suggestions will provide food for strategic thought as the college seeks ways to understand how its current institutional architecture and policies hinder or encourage access, equity, and diversity.

**Students**

At Messiah College the compositional diversity of our student and faculty remain a top priority. Under the leadership of John Chopka, Vice President for Enrollment Management the college developed a Strategic Enrollment Plan (2008-2012) that pushed for increasing SUR/ECP levels. Consequently, SUR/ECP levels at the college rose from 6.5% in 2007 to approximately 8.9% in 2012 while international students rose from 1.9-2.3%. In 2012 over 111 applicants (the largest cohort so far) interviewed for the Martin’s Scholarship Program. The college’s recent foray into graduate programs has been well received and as the program grows, more will need to be done in the area of developing strategies for the recruitment of SUR/ECP students. In conclusion, while the numbers of SUR/ECP students have risen over the years to the current levels of about 10-11 percent, the institution will need to continue its focus on student recruitment if it is going to fully leverage the benefits of diversity in the pursuit of our educational mission. The following figures provide information on the college’s recruitment and retention levels over the past couple of years.

### Undergraduate Student Compositional Diversity 2007-2012

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent SUR/ECP</th>
<th>Percent International</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>8.5</td>
<td>2.3</td>
</tr>
<tr>
<td>2011</td>
<td>8.2</td>
<td>2.1</td>
</tr>
<tr>
<td>2010</td>
<td>8.2</td>
<td>2.0</td>
</tr>
<tr>
<td>2009</td>
<td>7.6</td>
<td>2.1</td>
</tr>
<tr>
<td>2008</td>
<td>6.9</td>
<td>2.2</td>
</tr>
<tr>
<td>2007</td>
<td>6.5</td>
<td>1.9</td>
</tr>
</tbody>
</table>

*Source: Office of Institutional Research*
Rate of Undergraduate International Student Enrollment by Citizenship

Source: Office of Institutional Research
Graduate Student Enrollment
2009-2010

Source: Office of Institutional Research

Graduate Student Enrollment
2009-2010

Source: Office of Institutional Research
Source: Office of Institutional Research

Graduate Student Enrollment 2010-2011

Source: Office of Institutional Research
Graduate Student Enrollment 2011-2012

- White: 92%
- Unknown Race/Ethnicity: 3%
- Asian: 1%
- Latino (a): 1%
- Black/African American: 3%

Source: Office of Institutional Research
NEW UNDERGRADUATE STUDENT RETENTION & GRADUATION RATES

**Note for the following tables on Undergraduate Student Retention:** The numbers in the fourth year column reflect the number of students who completed their degree in four years. The numbers in the fifth column combine the number of students who graduated in four years with the number of students who graduated in the fifth year to provide a total number of graduates. For example, in 2007 445 white students graduated in 4 years, and 27 more White students graduated in their fifth year. The poor retention figures of the Fall 2009 cohort of Latino students arose out of a combination of personal and financial factors that created an outlier effect. But in all retention rates for SUR/ECP populations (with the possible exception of international and Asian American students) remains lower than retention levels for white students. While these retention numbers are in line with national level data, they also indicate that more can be done in the area of SUR/ECP retention. Continued collaboration between the retention committee, the office of the provost, enrollment management, and the Diversity Committee is critical if the college is to take a long-term view of improving retention levels.
Fall 2007 New Undergraduate Student Retention and Graduation Rates

*Year 5/Graduation rates reflect the addition of 4 Year graduates with those who received their degrees in Year 5.

Source: Office of Institutional Research
Fall 2008 New Undergraduate Student Retention and Graduation Rates

Source: Office of Institutional Research

Fall 2009 New Undergraduate Student Retention and Graduation Rates

Source: Office of Institutional Research
Employees

The overall situation of diversity in employee recruitment at the college continues to pose a serious challenge (see figures below). Messiah College employs over 900 employees out of which its employees from diverse backgrounds have never exceeded 60 in number since 2007 (constituting approximately 5.9%). The data collected also reveals very minor increases in the employment figures across all employee categories (administrators, faculty, and staff), both full and part time. Increases where they occur have been marginal, and some categories of part-time administrators and staff have seen dramatic declines to nil. Among new hires, full time staff witnessed the most decline from 13.8% in 2007-2008 to 5.3% in 2012-March 2013. Faculty recruitment and retention continue to be a cause of concern as recruitment and retention levels have remained low over the last five years. The Middle States Team in its Evaluation Report (March 2013) noted that while, “Messiah’s initiative to embrace diversity is laudable, there needs to be an actionable plan to take more concrete actions faculty hiring committees can take to truly make diversity hiring a reality and also to ensure that the college community is indeed welcoming and affirming for the diverse populations it wishes to embrace” (p. 25). The new faculty recruitment toolkit recently developed by the Office of Human Resources and Compliance seeks to remedy this. It highlights
diversity as an institutional priority in faculty hiring and provides best practices and resources to achieve this. While this is an encouraging step in the right direction, much more remains to be done to raise the levels of diverse recruitment of employees in general, and faculty in particular.

Source: Office of Human Resources and Compliance

---

**Underrepresented Faculty Rates**

- 2007-08: 6.0%
- 2008-09: 5.9%
- 2009-10: 5.8%
- 2010-11: 5.7%
- 2011-12: 5.6%
- 2012-13: 5.5%

Source: Office of Human Resources and Compliance

---

**Total Underrepresented Employees (all categories)**

- 2007-08: 6.2%
- 2008-09: 5.8%
- 2009-10: 6.3%
- 2010-11: 5.7%
- 2011-12: 6.0%
- 2012-13: 5.5%

Source: Office of Human Resources and Compliance
Glossary

**Assessment.** The dynamic and iterative process of collecting and analyzing evidence in order to identify and implement improvements in policy and practice.

**Disability.** A “person with a disability is anyone who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment” (ADA). Disabilities occur in complex contexts which can be dynamic over time and relate to particular circumstances. One can be more or less disabled based on the interaction between the person and individual, institutional and social environments. Social and economic status may play a role in the prevalence and impact of disability (WHO).[^2]

**Diversity.** A broad and evolving concept defined as the presence and participation of people who differ by age, race, ethnicity, gender, national origin, religious tradition, socioeconomic background, disability status, and other expressions that reflect the human condition. [This definition should be understood and will be applied in the context of Messiah College’s mission and identity as discussed in the *Diversity Plan: Messiah College Foundations*, pp. 5-6.]

**Ethnicity.** A description of a population whose members identify with each other, usually on the basis of presumed common genealogy or ancestry.[^3]

**Gender.** A term used to describe those characteristics of women and men which are socially constructed; sex refers to those which are biologically determined.

**Global.** The intertwining of local, regional and transnational forces that embrace increasingly large swathes of our planet’s human and environmental context.

**Global Engagement.** Responding to our contemporary moment defined by global forces that transcend national boundaries with an approach that embraces learning/education, both curricular and co-curricular; service/action; and a sense of partnership – a two-way street between us and various regions of the globe based on mutual respect, inclusion and equity.

**Global Learning.** Global learning involves three related kinds of learning: global (denoting the systems and phenomena that transcend national borders), international (focusing on the nations and their relationships), and intercultural (focusing on knowledge and skills to understand and navigate cultural differences). Thus, we define global learning as the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers.[^4]

**Globalization.** The rise of factors and forces that transcend borders and sovereign states. These forces have weakened political and economic boundaries and intensify the cross-border flow of almost everything. While global forces have been at work in our

---


world for centuries, the term came into use with the end of the Cold War and generally refers to recent decades which have seen intensified interactions around the globe with the significant increases in human mobility, the power of multi-national corporations, and the spread of the communications revolution.

**Inclusive Excellence.** A term indicating that diversity is an essential component of educational quality and wholeness. Inclusive excellence calls for a comprehensive approach to institutional transformation by requiring an active, intentional, and ongoing engagement with diverse people and perspectives. It applies to every aspect of an educational organization, including its curriculum, co-curriculum, interpersonal and community relationships, and structures. Inclusive excellence benefits all members of the community.

**Intercultural.** This term can helpfully be viewed as combining “international” and “multicultural,” indicating that cross-cultural skills can be utilized wherever someone is interacting with people from another culture whether that is within the United States or internationally. It also serves to emphasize the commonalities between two different streams in American education.

**Intercultural Competency.** A set of cognitive, affective and behavioral skills and characteristics that support understanding as well as effective and appropriate interaction in a variety of cultural contexts. The term also suggests that there is diversity between and within cultures and in the context of the United States presents the opportunity for bridging domestic multiculturalism and internationalism, which represent two important streams in American education.

**International.** A term that focuses on a world defined by sovereign nation-states and the relations between them.

**International Education.** The term used, prior to the end of the Cold War and the rise of the term “globalization,” to describe educational programming geared to study-abroad and educational exchanges between countries around the world. This term is still in use, not surprisingly, given that we do still live in a world organized according to nation-states.

**Internationalization.** A term used in the Academy to indicate the response of institutions to the need to prepare their students to live and work in a globalized world that increasingly operates across international borders.

**Comprehensive Internationalization:** Various leaders in the Academy have developed definitions for this more specific term. The definition provided by NAFSA, the Association of International Educators is as follows: Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility. Comprehensive internationalization not only impacts all of campus life but the Institution’s external frames of reference, partnerships, and relations. The global reconfiguration of
economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it.

**Race.** The commonly held conception of race is “any of the varieties or populations of human beings distinguished by physical traits such as hair, eyes, skin color, body shape, etc.” However, it is generally accepted by sociologists, anthropologists, and biologists that race is a social construct and not a biological reality.

**Reconciliation.** The ongoing process of restoring broken relationships and systems to the way God intended. Reconciliation is about restoring justice, including humanity’s justification by God, the renewal of interpersonal relations, [and]... the transformation of society.5

**SUR/ECP.** Students from Underrepresented Racial, Ethnic and Cultural Population.

**Universal Design.** “The design of instruction of products and environments to be usable by all students, to the greatest extent possible, without the need for adaptation or specialized design.” (Sheryl Burgstahler, Universal Design of Instruction (UDI): Definition, Principals, Guidelines, and Examples (Seattle: Center for Universal Design in Education, University of Washington, 2012), p. 1. Also at www.washington.edu/doit/Brochures/PDF/instruction.pdf.)

---