- Messiah College -
Inclusive Excellence Report 2013-2014
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Preface
At Messiah College the idea of inclusive excellence continues to gain attention and momentum as many individuals and offices strive to articulate a vision and direction for diversity and inclusion work in their respective areas of operation. As we remember the humble beginnings of this work over a hundred years ago when the college’s first international students arrived from Armenia in 1912, a sense of urgency continues to move us to consider strategic next steps to meet the challenges and opportunities being faced by higher education in this century. The year has been a busy one with multi-pronged efforts being made to promote inclusive excellence in a synergistic fashion across the campus. Our institutional leadership teams have begun to grapple with the idea of inclusive excellence as they consider what it might mean to unpack that term in their respective divisions and offices. To keep the focus on this process of creative thinking, planning, and practice the Diversity Committee developed this diversity statement:

As diverse members of the body of Christ, our shared faith compels us to work towards reconciliation with God, with each other, and with all of creation. Messiah College is dedicated to advancing diversity as a core Christian value as understood within its foundational documents in order to promote academic excellence and foster a culture of inclusion within and beyond the campus. We are committed to the process of building a community of diverse people, ideas, and perspectives that pursue intercultural competence and reconciliation in our working and learning environments.

As Messiah College continues chart its path under the aegis of its “Second Century” Institutional Strategic Plan (2012-2016) we remain confident that the institutional footprint of inclusive excellence will only continue to grow. The need for intercultural competence and reconciliation in all areas of campus life is a priority that goes hand in hand with a renewed commitment to global and community engagement. We must continue to pursue the task at hand: creating a diverse, inclusive and integrated community in the service of church and society in the twenty first century.

In the pages that follow you will find a select sampling of efforts, both strategic and incidental, that have pushed the agenda for making excellence inclusive at Messiah college. A number of offices and individuals, too numerous to record here, worked diligently to prepare this report. A heartfelt thanks is extended to the following individuals: Amie Bantz, Rachel Bidelspacher, Therese Heckman, Scott Hwang, Don Lerew, Laura Miller, Faith Minnich, Imani Studivant, Christina Thomas.
With every good wish,

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

**Making Excellence Inclusive: Strategic Efforts**
At Messiah, we value the deep learning made possible through the pursuit of inclusive excellence, so we are diligently working to implement the goals of the College’s diversity plan. This plan is guiding our effort to welcome more students, faculty and staff from underrepresented backgrounds and to promote greater intercultural understanding for our entire community. As stated in the College-wide learning objectives, in order to prepare our graduates to be servants, leaders and reconcilers in the world, they must be equipped to demonstrate concern for justice and respect for diversity.

President Kim. S. Phipps, 2013 State of the College Address on “Rootedness, Resilience, and Reinvention”

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, work and serve in an increasingly diverse and interconnected world. 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. 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. Academic excellence necessitates inclusiveness. An educational institution cannot truly be excellent if it does not draw upon the full range of humanity, giving underserved students and employees access to its educational programs and employment opportunities. The idea of inclusive excellence describes an institutional environment where educational excellence is enhanced by its engagement with diversity and inclusion in a manner that benefits all students. Inclusive excellence then becomes an “active, intentional, and ongoing engagement with diversity” in interpersonal relationships, in the curriculum, in the cocurriculum, and in the communities with which individuals may connect.”¹ Ultimately, our core Christian values as understood in our foundational documents compel us to leverage inclusive excellence in the pursuit of our educational mission. Implementing “inclusive excellence” aids in preparing students to become agents well equipped to adapt, engage, work, learn, and heal within diverse contexts, both at home and the wider world. 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.

**Transitioning to a New Diversity Strategic Plan, 2014-2017**

The College’s *Second Century* institutional strategic plan (2012-2016) continues to provide a powerful mandate for enhancing the visibility of the diversity strategic plan through the infusion of intercultural competencies in our learning, work, and professional development environments. One of the ways in which the diversity committee has responded to this call has been to develop a diversity statement that will serve as a reference point to give focus and direction to diversity and inclusion efforts in the various divisions, departments and offices dispersed across campus. It is hoped that such a statement will begin the process of creating a climate of inclusion in our institution’s culture of learning, work, and compliance, so essential for the success of any diversity plan.

The Diversity Committee is currently finalizing the next diversity strategic plan for 2014-2017. In Fall 2013, working groups undertook an assessment of the current diversity strategic plan (2011-2014) and the ensuing recommendations are being written into the next version of the plan. The findings point to the creation of new committee structures, offices, procedures, and initiatives that affirm Messiah College’s commitment to inclusive excellence in its governance, decision making, recruitment and retention, education preparation and programming and campus climate. A full copy of this report is available at the Office of Diversity Affairs. Throughout this process the Diversity Committee has played a key role in advancing the agenda of the diversity strategic plans. The Special Assistant for Diversity Affairs continues to collaborate and coordinate campus wide conversations and initiatives.

However, all this is just a beginning and much work remains to be done. Throughout this process of assessment, input has been solicited from various stakeholders to inform the next version of the diversity strategic plan. The work on the draft will continue throughout the summer of 2014 when it will be finalized before being sent through the governance process for approval. There will be a continuing focus on sustaining institutional commitment for inclusive excellence, enhancing recruitment & retention of underrepresented students and employees, developing a comprehensive campus climate survey and assessment plan, and continuing to design educational programming and provide professional development opportunities for the college’s employees. A renewed focus on developing a strategic vision for community engagement presents itself as an opportunity for the college to pursue the idea of “full participation,” that has emerged out of the work of Susan Sturm, John Saltmarsh, Timothy Eatman and Adam Bush.²

“The concept of full participation brings together three different dimensions of higher education’s public mission. First, it involves building pathways to social and economic citizenship for diverse publics through education, particularly for students from communities that have not been afforded access or enabled to succeed. Second, it involves connecting the knowledge resources of the academy with the pressing and complex problems facing multiple communities. Finally, it involves building the capacity and commitment of diverse leadership equipped to tackle these social problems.”—Susan Sturm et al.³

² Full Participation involves a concerted, coordinated, and synergistic focus on diversity & inclusion, access and success, and community engagement. For details see S. Sturm, T. Eatman, T., J. Saltmarsh, & A. Bush, Full participation: Building the architecture for diversity and public engagement in higher education (White paper; Columbia University Law School: Center for Institutional and Social Change, 2011).
Diversity Education and Leadership

Senior Leadership visits Nyack College, New York

Members of Messiah College officials including President Phipps share a moment with officials and students from Nyack College in September 2013. The leadership team visited Nyack to learn about how the strategic steps taken by the institution to attain the high levels of diversity in its student and employee populations, unmatched anywhere in the Coalition of Christian Colleges and Universities (CCC&U). The experience was humbling, eye-opening, and challenging as officials now consider ways to translate those lessons within the unique context of Messiah College.

Important groundwork for the creation of a diversity training and awareness initiative is being laid on campus. Initially spearheaded by Inger Blount from the Office of Human Resources and Compliance this effort has received the support of many individuals and offices across campus. Subsequently in Spring 2014, a set of learning outcomes adapted from the Association of American College and Universities’ (AAC&U) work on the subject. A pilot version of this training will be delivered to the Office of Admissions in May 2014 with the assistance of Dr. Todd Allen, a professor communications at Grove City College with considerable experience in the area of diversity and inclusion work.
“As diverse members of the body of Christ, our shared faith compels us to work towards reconciliation with God, with each other, and with all of creation. Messiah College is dedicated to advancing diversity as a core Christian value as understood within its foundational documents in order to promote academic excellence and foster a culture of inclusion within and beyond the campus. We are committed to the process of building a community of diverse people, ideas, and perspectives that pursue intercultural competence and reconciliation in our working and learning environments.” – Messiah College Diversity Statement

A number of important events were organized in the area of educator programming and educator development. In Spring 2014, a diversity education task force, under the leadership of Special Assistant for Diversity Affairs Dr. Bernardo Michael, submitted its final report revising the current Guiding Educational Assumption 5 (GEA 5). Guiding Educational Assumptions serve as pedagogical vehicles for the delivery of College Wide Educational Outcomes (CWEOs). Subsequently, GEA 5 was revised from “The Importance of Understanding Multicultural Diversity and Racial Reconciliation” to “The Importance of Inclusion, Justice, and Reconciliation.” The new emphasis orients pedagogical practices at Messiah College in the direction of inclusion, justice, and reconciliation so as to develop a new set of best practices in course design, content, student research, and classroom climate.

The Importance of Inclusion, Justice, and Reconciliation. Educational programs are designed to nurture intercultural competency along with an engaged awareness of the need for inclusion, justice and reconciliation on campus, at home, and in the world. Educators are equipped to use inclusive pedagogies and adopt diverse content in order to engage diverse learners in a developmentally conscious fashion.

-- The Revised Guiding Educational Assumption 5

The Task Force also designed and administered a survey in Spring 2013. The survey sought to discern educator awareness of the college’s curricular foundations and educator preparation to leverage diversity in the teaching-learning process, including meeting the diverse needs and learning styles of students. In all, 431 educators were invited to respond to the survey and 158 completed the survey, giving a response rate of nearly 37%. Of these, 59% were full-time faculty, with 18% adjunct faculty and 22% co-curricular educators and administrators. Sixty-seven percent of the respondents have worked at Messiah for over 6 years. Also, 55% of the respondents were female, and 58% had taught General Education courses in the last two years. Nearly 70% of faculty and over 90% of co-curricular educators and curricular administrators perceived that they had a working knowledge of the CWEOs. Overall, only 33% of ranked faculty felt that they had sufficient knowledge of the GEAs. Across schools there was concern about educator preparation for addressing classroom conflicts involving students from underrepresented populations. The longer respondents have worked at the college, the
greater their awareness of curricular foundations and diversity related educational outcomes. Of the respondents, 58% were ambivalent or disagreed when it came to building bridges between their teaching and co-curricular programming (see Appendix C for the survey’s initial report).

On the whole, respondents were convinced about the value of diversity and confident about leveraging diversity in the teaching and learning process. Over 75% of respondents indicated they understood how curricular programs related to diversity and regularly used examples reflecting a diverse society in their teaching. Overall, educators sought more guidance and professional development in order to better serve students with disabilities. Educators requested more guidance regarding how to negotiate and facilitate conversations regarding sexuality on campus, both in the classroom and beyond. In terms of collaboration between colleagues from different departments in ways that advance understandings of diversity, there was stronger agreement among co-curricular and curricular administrators (over 75%) than faculty (40%). However, the exploratory nature of this survey “should give pause when interpreting the results, since self-perceived readiness to deal with diversity might not imply actual ability and a diversity friendly atmosphere on campus.”

Therefore, more detailed audits of our curriculum and focus group interviews would be an additional welcome step in the process of gathering more data of teacher preparation and development in the areas of diversity and inclusion. More details about the survey can be found in Appendix B and C of the report, which should be available at the Office of the Provost.

“...too much focus on content may unintentionally exclude faculty who feel diverse content is for someone else to deal with. It might also lead researchers to underestimate the effects of curricular experiences with diversity. ....I quickly realized,...that diversity work could be included into each aspect of a course and, consequently, nearly every course was—or could become—a diversity course to some degree...”

—Thomas Nelson Laird

The School of Humanities continues to take meaningful and determined steps to advance the work of inclusive excellence on campus. Under the leadership Dean Peter K. Powers new initiatives in the area of digital humanities continues to draw faculty, students, and community partners to create unique opportunities for student learning, research, and community engagement. This signature program has attracted collaboration across disciplines, between students, members of the public, and local community organizations to pursue meaning digital learning related to the city of Harrisburg and its environs. More information on Digital Harrisburg is available at http://digitalharrisburg.com/ and select student projects may be viewed at http://digitalharrisburg.com/category/city-social/ Furthermore Dean Powers along with
faculty facilitators led a semester long series of sessions on inclusive excellence in teaching-learning for faculty in the School of Humanities. Called “Beyond Bean Counting: Inclusive Excellence, Interdisciplinary, and Diversity in Humanities Pedagogy.” The sessions focused on the role of diversity and inclusion in classroom climate and the history of various humanities disciplines (in the areas of recruitment, the production of knowledge, and method). The series ended with a May Development week session that focused on the themes of diversity and inclusion course design and delivery. Throughout the semester faculty members got opportunity to engage these themes in a vigorous fashion, and many agreed that more time ought to be devoted to organizing similar sessions in the future.

Faculty from the School of Science, Engineering and Health participated in a retreat in May 2014 that focused on issues of diversity and inclusion in teaching, learning, and research in the school in general and in particular in the Science, Technology, Engineering and Math (STEM) fields. Presentations included Dean Ray Norman on “Diversity at Messiah and SEH: What the Numbers Say;” Dr. Angela Hare on “Improving Persistence in STEM Fields: What the Research Says”; and Bernardo Michael on “Reflections on Inclusive Excellence at Messiah College, 1909-2014.” Bernardo Michael also made presentations at the School of the Arts and the School of Business, Education, and Social Sciences titled, “The “(He)artful Science” of Diversity & Inclusion At Messiah College, 2001-2013: Borderland Lessons from Sadat Hasan Manto’s Toba Tek Singh.”

In May 2014 Student Affairs Professionals attended a day long professional development workshop titled, “Empowering Leadership: Mentoring with the mindset of full participation and inclusive excellence.” As Student Affairs professionals we are privileged to have positions that influence many students. Every day we are communicating our thoughts about power and privilege to those around us whether we know it or not. This session aims to help us become more aware of how our words, actions and programs can empower or disempower others. As we work together, we hope to imagine new ways of communicating our thoughts about power and privilege and in so doing find new ways to equip student leadership teams to reach out to involve others on the margins while simultaneously encouraged to bring all of themselves to their roles.

Ethnic and Area Studies. In Fall 2013 Dr. Emerson Powery assumed position of Coordinator of the Ethnic and Area studies Major. In this capacity Dr. Powery has done remarkable work raising the number of students in this under enrolled major from 1 in December 2013 to 5 in Fall 2014. Work is ongoing to develop an EAS Minor, a Latin American Concentration, while continuing to recruit more students into the Major.
“For me as a Christian, commitment to diversity reflects the theological truth that God blessed difference and multiplicity when God created the world, bringing into being that which was different from himself. Our original sin is the effort to do away with difference by making ourselves like God. And so difference, including cultural difference, should be understood first as a fundamental blessing, a way that God makes and sustains the world, as well as the way that God makes himself manifest in the world he has created. Secondly as an educator, I believe that we only learn in the midst of difference by engaging with that which we are not already and which we have not already and being changed in the process. In this sense I am not a Socratic; believing that all knowledge is fundamentally hidden away in the recesses of the self and that logic or a good teacher simply brings it out. Rather, learning requires a process of DE familiarization, in which what I know is made strange or new or is transformed through a new context, a new perspective, or genuinely new information. There are many ways that this DE familiarization can occur, but in our world encounters of cultural difference are one of the most common and most important. Allegiance to the truth, which is an intellectual’s first commitment, then, requires an ongoing commitment to diversity in all its many forms.” - Dr. Peter Powers

Throughout Fall and Spring of the last year, the Teaching and Learning Initiative and Term Tenure and Promotion Task Force continued their important work in developing new initiatives in the area of teaching-learning while clarifying expectations for Term Tenure and Promotion. What is notable is that members involved in both groups grappled with various aspects of diversity and inclusion as they related to their assignments. Input from the Special Assistant for Diversity Affairs among many others served to provide guidance and support. More updates will be forthcoming in Fall 2014.

Elsewhere, in the School of the Sciences, Engineering and Math, Dr. Angela Hare professor Mathematics and Chair of the Mathematical Sciences department continues to work to raise the level of faculty engagement with questions of access in the STEM fields. This constitutes an integral part of the School’s efforts to engage inclusive excellence in new and innovative ways. Dr. Hare attended an AAC&U STEM Conference in San Diego, California to understand the subject further and return with recommendations for next steps to increase the participation of minority students in the STEM fields. These include the faculty development in the areas of intercultural competency, enhancing awareness about best practices in teaching-learning, and the development of mentoring and community partnerships that would result in the creation of dedicated STEM pipelines to college.
Adjusted Study Abroad Parameters

Fall 2013, Messiah College began the process of adjusting our semester-long, off-campus program model so we can sustain viable programming within specific financial parameters. Messiah’s commitment to providing students with global engagement opportunities has not changed, and the College is looking at strategic and innovative ways to broaden these opportunities. We continue to be deeply committed to offering these transformative experiences to our students in a financially sustainable and cost affordable way both for the College and our students.

Throughout the fall semester, a Study Abroad Working Group met with students and educators on campus to glean their invaluable input into the development of these new parameters. On Monday, November 25, 2013, the Community of Educators Senate voted to approve the new semester-long, off-campus parameters which will go into effect beginning with Fall 2014 semester-long, off-campus programs participation.

These adjusted parameters include:

- Limit financial aid to one semester off-campus
- No longer pay for semester-long international airfare
- Maintain a tiered off-campus study fee structure ($0/$1200/$1700 for the 2014-2015 academic year) which will increase annually the same percentage as Messiah's overall tuition fee (i.e., 3.53% in 2013-2014)
- Establish the following participation caps:
  - Cap high priced programs at 9 students per program per academic year
  - Maintain a flexible overall participation cap around 140 students per academic year
- Implement a new pre-approval process for semester-long off-campus programs
- For the 2014-2015 academic year (and potentially in 2015-2016) establish a "Miscellaneous Expenses" fund to allow for flexibility in transition
- Give students in majors who require semester-long off-campus study as part of their curricular requirements for graduation privileged access to study abroad
- Establish an Off-Campus Programs Advisory Committee to give on-going oversight to off-campus programs at Messiah College

The Study Abroad Working Group’s work was folded into the work of the Global Engagement Task Force working under the leadership of Provost Randall Basinger. The group met through the fall and spring semester and developed learning outcomes for global and intercultural engagement. In addition Dr. Richard Slimbach, Professor of Global Studies and Coordinator of the Global Studies Program at Azusa Pacific University visited the college to share his expertise on the subject of global
education. Dr. Slimbach’s visit was well received and many of his keen insights have found their way into the everyday thinking of members of the global engagement task force. “…the shortest route to global understanding may actually run through the lives of strangers at home”

-- Richard Slimbach

Richard Slimbach, Professor of Global Studies and Coordinator of the Global Studies Program at Azusa Pacific University

Student leadership continues to generate invaluable energies that have had strategic consequences for Messiah College. In this regard the valuable work of Christina Thomas merits special mention. Over the past 2 years, Thomas who graduated in Spring 2014 with a degree in history, conducted research into the college’s first African-American and international students. Her research brought back to center stage the life and contributions of siblings Rachel and Vincent Flowers, the first African American students to study at Messiah (Rachel in 1916). Earlier, in 1912, three Armenian students Meshach Krikorian, Jacob Ekmekjian, and Hrant Athanasian became the first international students from Turkey to study at the college, this time as they sought refuge from the pogroms being committed against their people in Turkey. Her Senior Honors Project titled, “Roots of a Hidden Legacy: The Flowers Family History,” received many accolades for its important contributions to Messiah’s institutional history. Christina’s historical research was featured in a memorable jazz performance directed by Drs. William Stowman and Todd Goranson, with Tim Warfield Jr. on the Saxophone. Historical research and musical performance came together in a vivid display of artistic talent and intellectual prowess—all a tribute to the diversity, intellectual power and collaborative potential inherent in the idea of inclusive excellence. It is no surprise that she has now been invited to present on her work at the Second Black Doctoral Network Conference in Philadelphia in Fall 2014, an invitation offered only to graduate students. Christina will be missed at Messiah, but she will be back!

In addition to this, Christina also served as the Vice President for Diversity in student government. Student leaders like Christina Thomas have left an indelible mark in the work on inclusive excellence at Messiah College. She noted that “As the college's Vice President of Diversity Affairs, it is my privilege to serve the student body in efforts to improve the campus climate for all underrepresented students. I seek to transform Messiah College into a place where all of our respective cultures are welcomed and celebrated. As a senior, I hope to initiate diversity programs for all student leaders, awareness towards issues affecting multicultural and international students, and the history of Messiah College's first international and multicultural students.”

In Fall 2014, Scott Hwang was hired as the new director of the Office of Multicultural Programs. Hwang who comes from Gordon College brings new energy to the office and has already laid out his vision for the office by streamlining student programming to
ensure effectiveness in outreach and efficiency in terms of workload for students. He has also worked to ensure better coordination between student leaders, giving the student vice-president for diversity greater visibility in student governance with a continuing emphasis on diversity training for student leaders. In this connection, Hwang along with Keith Jones Pomeroy (Agape Center) and Kevin Villegas (International Student Programs) joined with students Bryan Reynolds, Imani Studivant, Cora Hines, and Patty Angeles to attend the Student Diversity Leadership Conference at North Park University in Chicago. The group came back excited about their experience and now seek ways to apply their experience to their work at Messiah.

The Office of Development continues to pursue a vision for inclusive excellence. In May 2014, Director Dr. Jon Stuckey attended the Conference on Diverse Philanthropy and Leadership in Atlanta, Georgia. The conference concentrated on emerging philanthropic markets (i.e., ethnic, LGBT, young alumni) in advancement, while exploring minority wealth, philanthropic behaviors and diverse engagement strategies. The program also featured sessions on enhancing management and leadership skills for advancement professionals of diverse backgrounds. Dr. Stuckey’s experiences will no doubt infuse fresh energy in this important area of advancement as he reports back to the campus.

Tolerance for difference is but a first step. To strengthen shared identities, we need more opportunities for meaningful interaction across ethnic lines where Americans (new and old) work, learn, recreate, and live...we need to reinvest in such places and activities once again, enabling us all to become comfortable with diversity.

—Robert Putnam

Civil Rights Tour & Blog
Continuing this year, 6 employees and three attended the “Returning to the Civil Rights Tour” organized by Dr. Todd Allen, currently a professor of communication at Grove City College. They included Josiah Hatfield (Residence Director of Naugle), Cathy Coleman (Assistant Pastor in College Ministries), Daniel Custer (Assistant Director of Annual Giving), Joseph Huffman (Professor of History), Dr. Bernardo Michael (Professor of History and Special Assistant to the President and Provost for Diversity Affairs), and Elizabeth Williams (Department of Safety). The three students included Brooke Strayer, Carrie Hussein and Stacey Eldredge. The “Returning to the Roots of Civil Rights” tour is a nine day bus tour visiting the key sites of the Civil Rights Movement of the 1950s and 1960s. The Messiah College team posted their thoughts and

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reflections on a blog that may be viewed at http://blogs.messiah.edu/civil_rights_tour/. Messiah College’s continued support for this endeavor has over the past 4 years built a small but growing cadre of individuals who return with a renewed sense of vision for making excellence inclusive in their respective areas of work.

“When I was told I was going on the Civil Rights Tour, I had absolutely no idea what I was getting myself into. I started reading up on it because being from a very small all white town, I did not know much about the civil rights events. I met so many wonderful people on this tour. It was life changing. I ran through such a gambit of emotions every day. I have been in Law Enforcement all my career. I was never so embarrassed by the so called Law Enforcement Officers as I was when I learned how they treated people, even white people who would help the Blacks. I was angry, saddened, embarrassed, never proud to say I was an officer. I was even angry at my Church for sticking their heads in the sand and pretending that nothing that horrendous was happening. I had such wonderful thoughtful discussions with others in the group. We all hope to bring prejudice out in the open and make a difference. I absolutely love to follow Todd Allen and see who he is meeting with and what is being said. As I said I will forever be changed by this tour. I loved every minute of it.” 

Elizabeth Williams, Department of Safety

International Student News

International and Missionary Peer Advisor program
A new program launched in 2013, the International and Missionary Peer Advisor (IMPA) program provides intentional and ongoing peer mentoring support to incoming international and transcultural students. Returning students applied and were carefully chosen and went through mentor training over the summer. They were then paired with new incoming international students during orientation week and continued meeting together throughout the fall semester. Based on positive feedback from both mentors and mentees, this program will continue.

“My mentor was incredibly helpful in the amount of time she spent in answering questions, figuring stuff out for me, and just spending good quality time together in prayer and worship that allowed me to feel immediately welcome.” – IMPA mentee

Friendship Family program
The Friendship Family program continues to grow with 55 students and 35 employee families/individuals participating this year. A potluck picnic was held at the beginning of the Fall 2013 semester to introduce new participants and reconnect returning ones. This program continues to demonstrate Messiah’s gracious hospitality in a very real and tangible way.
Fall 2013 GEST 140 course (Adaptation to U.S. Culture and Education)
This year 30 first-year international, missionary and transcultural students participated in the Adaptation to U.S. Culture and Education course which is co-taught by Kevin Villegas, Director of International Student Programs, and Faith Minnich, Director of International Programs. This year’s course text, American Ways by Gary Althen, was new and assisted in achieving the primary objective of the course: To introduce the nuances of the American education system and broader American culture. The course also provides students with space to reflect on their own respective and unique cross-cultural experiences and intellectual life while they also begin to practice skills and learn about resources necessary for successful academic study at Messiah College. Discussion-based topics include coping with cultural differences, exploring American customs, values and behaviors, and faith in America to name a few.
“I was able to process some things better through writing and realized a lot about culture differences through class discussions.” – GEST 140 student from course evaluation

International Education Week
From Nov. 4–8, 2013, the Messiah community celebrated International Education Week (IEW) to promote the benefits of global, intercultural exchange within higher education through meaningful community events, which included lectures, chapels, presentations, exhibits, films, recitals and concerts. A highlight of the week was all of the stimulating dialogue with IEW’s main speaker, Dr. Richard Slimbach, Professor of Global Studies and Coordinator of the Global Studies Program at Azusa Pacific University. Closing out the week at the well-attended International Festival was Wisaal—a Mediterranean fusion group from Lansing, Mich.

15 Students travel to Indonesia with Dr. Jan Dormer. During J Term 2014, 15 students traveled to Indonesia as part of Dr. Jan Dormer’s cross cultural course EDUC 308 Instruction and Assessment with English Language Learners. The students visited educational institutions, interacted with students and teachers, and also served through teaching English to students from all ages and backgrounds. The exchanges of ideas and experiences that ensued have been the most rewarding and mutually transformatory aspect of the trip.
Echoes of Inclusive Excellence on Campus

Dr. Timothy Shah delivered the Annual American Democracy Lecture "Why Religious Freedom is a Universal, Necessary, and Dangerous Idea" on Tuesday, October 8, 2013 at 7:00 pm. Shah is a Senior Fellow in the Department of Government at the Berkeley Center for Religion, Peace, and World Affairs at Georgetown University. At the forefront of religion in international relations, his latest book "God’s Century: Resurgent Religion and Global Politics" is the first to truly address this issue as a central issue in academic scholarship.

Pedro Cortes spoke on “Reconciliation within the Hispanic Community” during Hispanic Heritage Month in September 2013. A lawyer by training, Pedro Cortes was the Pennsylvania Secretary of State from 2003-2010. Cortes has been the recipient of many awards including Hispanic Business Magazine’s 100 Most Influential Hispanics in the United States. He is currently the director of his firm's Community Services Outreach and Support office, which works to help families who have recently suffered a tragedy by putting them in contact with social service organizations, government agencies and other support. Cortes spoke on reconciliation, with an emphasis on the Hispanic and Latino community.

Agape Center’s Salt and Light Chapel undertakes a semester long series on the theme of reconciliation. As part of this year long focus, on November 14, 2013, Mark Charles spoke in Salt and Light about celebrating Faith differently in “Contextualized Worship: Celebrating the discomfort of our Diversity”. Mark Charles is a speaker, writer, and consultant from Fort Defiance, Arizona, located on the Navajo Reservation. The son of an American woman of Dutch heritage and a Navajo man, Mark seeks to understand the complexities of American history regarding race, culture, and faith in order to help forge a path of healing and reconciliation for the nation. He partners with numerous organizations to assist them in respectfully approaching, including, and working with native communities. Later on December 5, 2013, Clay Lambert spoke on “Racial Reconciliation”. Lambert serves as the Volunteer
Coordinator for the Common Ground Community Breakfasts in Allison Hill and is a Business Development Officer in the Homeownership Programs division of the Pennsylvania Housing Finance Agency. Mr. Lambert was born and raised in Richmond, Virginia and graduated from James Madison University in 2002 with a degree in Music Industry. Following employment with Disney Entertainment and Busch Gardens Entertainment, Mr. Lambert moved to the Harrisburg and currently works to promote affordable homeownership programs throughout Pennsylvania. Mr. Lambert was instrumental in forming a partnership between the Shared Ministry and the Unitarian Church of Harrisburg to create the Common Ground Community Breakfasts. These community gatherings serve as a way for the neighborhood to come together as a community, be served a nutritious meal in a restaurant-style setting, and talk about issues and challenges they are facing both individually and collectively. The Common Ground Community breakfasts are held on the second and last Saturdays of every month and serve between 250-425 guests each week. It might be noted that this year, 7 of the 20 chapel speakers are persons of color in fall 2013.

Civil Rights Activist, Robert Scott visits Messiah College to speak on the Greensboro Sit-ins. During this year’s Dr. Martin Luther King Jr. Commemoration event, Peace and Conflict Studies (PACS) presented a movie and discussion alternate chapel which included the film "A Force More Powerful: Nashville-We Were Warriors," followed by discussion with Dr. Robert Scott, who participated in the Greensboro sit-ins. Dr. Scott currently works as a professor emeritus at Pennsylvania State University in the Department of Behavioral Sciences and Education. He received his doctorate in individual and family studies from Penn State, and his major research and teaching has focused on motivation and achievement, personality theories, cognitive development, family systems, cultural influences in treatment, and strength-based assessment approaches with children and youth.

Diversity & Inclusion in the Arts

News from the School of the Arts. This year a number of students of color performed in the department of theater’s production inspired by the Old Testament’s account of Job. Fall 2013 also witnessed the performance of “Journey to the West,” one of the four great classical novels in Chinese literature. Revolving around themes of Chinese folk religion, Chinese mythology, Taoist and Buddhist philosophy and religion, the novel is at once an adventure story, a spring of spiritual insight, and an extended allegory in which a group of pilgrims journeying toward India in the
seventh century CE come to represent the human journey towards enlightenment. In April **Spanish Saxophonist Alfonso Padilla visited Messiah for a day to teach and perform.** Padilla, who is a professor of saxophone at the Conservatorio Superior de Muscia "Manuel Castillo," in Sevilla, Spain, was on a tour of the Northeast, which includes visits to Susquehanna University, Mansfield University, and the Eastman School of Music.

In Spring 2014, the Student Multicultural Council, College Ministries, Student Activities Board (SAB), and the college’s student media hub (called the Pulse) sponsored the **First Ever Hip Hop week** at Messiah College. One of the speaker’s at North Park University’s Student Diversity Conference, Daniel White Hodge, was invited to Messiah College to present on the Theology of Hip Hop. The Intercultural Office also sponsored a book chapel on Hodge’s book, The Soul of Hip Hop: Rims, Timbs, and A Cultural Theology. The last and final event of Hip Hop Week was a SAB sponsored performance by Christian Rap artist, Andy Mineo.

**Randall Zwally**, senior lecturer in guitar, and **Kerry Harker-Roth**, adjunct instructor of viola, presented a joint benefit concert on Sunday, December 9 at 6:30PM at **Slate Hill Mennonite Church** in Camp Hill. The concert will feature a mix of light Christmas music (classical guitar and viola) along with Appalachian bluegrass (string band with banjo). Zwally and Harker-Roth will be joined by Caleb Liddick (’12), double bass, and George Waltemire (’13), guitar. While admission was free, proceeds from the free will offering went to Christian health care missions in Haiti via Thriving Villages International.

In December, Artist-in-residence, saxophonist Tim Warfield, presented a series of shows across the Northeast featuring music from his new album, "Tim Warfield’s Jazzy Christmas." This recording brings to life Christmas and holiday classics in a dynamic, improvisational setting. The Shows featured performances alongside other outstanding jazz artists, including pianist Cyrus Chestnut, trumpeters Antoine Drye and Terrell Stafford, bassist Eric Wheeler, drummer Billy Williams, and vocalist Joanna Pascale.
Messiah College’s Jazz Ensemble under the direction of Dr. William Stowman performed at the 2013 Pennsylvania Music Educators Association (PMEA) Annual Conference in Erie, PA in April, 2013. The MC Jazz Ensemble is one of only a few select college ensembles that PMEA will showcase at the conference, which is attended by music educators from across the state.

**Interfaith Work**

**Book Discussion.** Professors Bernardo Michael and George Pickens lead a campus discussion on interfaith activist Eboo Patel’s *Sacred Ground: Pluralism, Prejudice and the Promise of America*. Patel is one the leading voices in America raising the question of how people of differing faiths can live and work peaceably with each other. In the last few years, he has directed his attention especially to higher education, asking colleges and universities to consider what they can do to help students develop the knowledge and skills they need to live in a religiously pluralistic world. This book is written largely for Christians and Eboo stresses that interfaith endeavors are people of deep and devout faith to develop ways of being good neighbors with people who are equally committed to their own faiths and religious communities. Eboo, who is a practicing Muslim, is the founder and president of Interfaith Youth Core (IFYC) and member of President Obama’s religious advisory council. Interfaith work promises to play a growing and important role in Higher Education in the United States as the nation is already the most religiously diverse country in the world today.

**Keith Pomeroy Jones**, Program Manager from the Agape Center attended the *Third Annual President’s Interfaith and Community Service Campus Challenge National Gathering* on September 23 2013. **Chad Frey**, the Director of the Agape Center gave a plenary session on the connections between the Together For Tomorrow (T4T) and interfaith work. They were accompanied by Alison French, Jean Corey from Messiah College, and others from the Harrisburg School District, including Sybill Knight-Burney, the superintendent, and Travis Peck, principal of Downey Elementary School. **Dr. Gladys Robalino** led a group of 8 students on a Spring Break trip (in March 2014) to the Interfaith Center of Greater Philadelphia. At the Interfaith Center, students experienced
personal growth by confronting their preconceived notions of “the other”, which were then transformed into a deeper respect for diversity and difference which went beyond mere tolerance. They also learned about and dialogued with diverse faith communities, attended worship gatherings and met with people of faith traditions such as Buddhism, Islam and Baha’i, met the leaders and members of grassroots community organizations and understood what they do in their community and why. In addition to this, students engaged in meaningful service work, participating in action for the common good, participated in structured skill-building workshops and reflection, and developed leadership skills. This experience allowed students, who come from the Christian tradition, to engage with different perspectives, worldviews, and cultures while serving disadvantaged communities. Throughout their week of service, students regularly reflected on issues of faith, privilege, and community. This trip helped students to learn through service, reflection, and interfaith engagement.

If I were to go back to diversity, I must say that I love the diversity in our Ethnic Literature class. This is the only class with the most diversity of ethnicity and gender that I have ever been in and I love it. I feel as if Messiah College should take a picture of our class and post it on the face of Messiah on how diverse each classroom should be.

--Student Response Paper in Professor Kate Quimby’s ENGL 154W: American Ethnic Literature, Spring 2014

Scholarship. Messiah College philosopher Robin Collins recently received a $53,644 grant through the Providence and Chance project (funded by the John Templeton Foundation) to work on a two-year project titled “Discoverability, Providence, and Chance.” This project will focus on better understanding the discoverability of the universe, as well as the level of improbable coincidence in our solar system universe and whether these can be seen as signs of Divine Providence. Collins will be working with Messiah College physicist Abaz Kryemadhi along with two external critics – a cosmologist and a philosopher – who will review the work. In March 2014, Bernardo Michael, Professor of History presented a paper “Writing a World History of the Anglo-Gorkha Borderlands in the Early Nineteenth Century,” at the Association of Asian Studies Conference where he was invited to present a paper at a panel on the “The State in New Histories of the Himalaya.” Michael also completed a brief article (co-authored with Saramma Michael) on the Anglican educator and cosmopolitan activist Charles Freer Andrews called “Practicing Faith & Reconciliation Through Friendship: Remembering Charles Freer Andrews (1871-1940).” This will be included in the reader being compiled for the Created and Called for Community First Year core course.

Student Elizabeth Motich presented her senior project titled, “‘Myself, the Dark-Skinned Paladin’: African-American Adoptions of Chivalry in the Nineteenth-Century American South.” Motich’s project examined the use of popular romantic literature by antebellum white
Southern aristocracy. For example, popular romantic literatures, like the works of Sir Walter Scott, were used to influence their culture, gender, and morals. Several prominent African-American former slaves' literary narratives, including the work of Frederick Douglass and Josiah Henson, reflect this tendency in to celebrate chivalry, knighthood, and Scott's fiction. Motich's research on Douglass and Henson revealed that they used this literary neo-medievalism as a form of empowerment to overcome adversity and establish free, masculine identities following enslavement. This research is profoundly meaningful for understanding nineteenth-century former slaves' self-perceptions, masculinity, the slave narrative genre of literature, and neo-medievalism in Southern culture.

**College Pastor Eldon Fry retires.** After 21 years of dedicated service, College Pastor Eldon Fry retired in May 2014. Pastor Eldon’s remarkable love for God has touched the lives of countless students and employees who recall with gratitude his wisdom, compassion, and patience. The College community prays for continued blessings, for him and his family, as they step into this new chapter in their lives.

**Remembering Nelson Mandela.** In Fall 2013 the veteran South African anti-apartheid revolutionary and national leader Nelson Rolihlahla Mandela (1918-2013) passed away after a prolonged illness. A symbol of the struggle against racial oppression, Mandela was also South Africa’s first President (1994-1998). Like his great predecessor, M.K. Gandhi (1869-1948), Mandela was a lawyer and his anti-apartheid politics went through many phases that ultimately called for peaceful reconciliation and a South Africa for all South Africans. Madiba (his clan name), as he was also known by, spent 27 years in prison, of which 18 years were on the notorious Robben Island prison. His visionary leadership and ideals continue to inspire many, and tens of thousands, including many prominent world leaders, attended his funeral on Sunday 15 December 2013 just outside Johannesburg, near Soweto. Rodney Green, the Collaboratory’s Manager was in South Africa during this time with his South African wife, Diana.

Rodney Green reported on their visit to South Africa:
“I am an American, but I am also proudly South African through marriage. I have traveled to South Africa a number of times to visit with my wife’s family, who emigrated from India 100 years ago. Having grown up under Apartheid, my wife Diana especially appreciates the life and example of Nelson Mandela, and recently re-read his autobiography “A Long Walk to Freedom.”

When we arrived to South Africa, the atmosphere was somber and celebratory. A nation was both mourning a person who gave his very life for their freedom, and celebrating a figure that had transcended borders. He came to represent freedom and reconciliation around the world, demonstrating forgiveness and a new vision of interdependence and equality. He never lost sight of this ideal for which he dedicated his life. When so many others still look to the past to find justifications for violence and hatred, Mandela wrote a new song.

Diana and I walked to Cape Town City Hall to join the thousands of people giving thanks for Mandela’s example and vision. Screens projected musicians and speeches dedicated to honoring his life. People drew pictures and left piles of flowers to say thank you. As Diana and I enjoyed the atmosphere of people from various economic and ethnic backgrounds coming together in mourning and celebration, Diana and I discussed his life and the difficult questions he faced. This outcome was not always so certain. He faced incredible violence and hatred. Yet, he seemed to know when to confront, and when to negotiate, when to fight, when to make peace, when to move, and when to wait. And most importantly, he forgave.

Vasi, my wife’s cousin, knew Mandela personally. She was a journalist covering the transition from apartheid to democracy, and told us stories about him as we ate curry together. One story involved a trip they took to meet the prime minister of France. Mandela introduced the South African press to the prime minister (access the French press never would have been given). She recalled how Mandela cared for people, and though he carried the country on his shoulders, he wasn’t too busy to ask her how her baby daughter was doing.” Green concluded that, “He ran and played and was proud of who he was and where he came from, but not so much that he could not appreciate the differences of others.”

Inclusive Excellence and Community Engagement

The Together for Tomorrow (TFT) Initiative continues its work in Harrisburg school district. Together for Tomorrow is a national initiative of the White House Office of Faith-based and Neighborhood Partnerships together with the U.S. Department of Education and the Corporation for National and Community Service (CNCS), that recognizes community-led partnership to support struggling schools. Our local
initiative is a collaboration between Messiah College (Grantham, PA) and the Harrisburg School District starting with Downey Elementary School. Downey Elementary is the first site for TFT. Since teachers lead the subcommittees, they are able to ensure that TFT efforts are supporting student achievement. The development of the initiative objectives with help from students, parents, and the community is committed to student achievement and success. Student achievement remains the main goal of the TFT initiative. By participating in the decision-making process, students will be empowered to become leaders who are aware of their importance and contribution in society. TFT aims for improving attendance, behavior, course completion, college access, and employability.

Professor Don Murk reminisces about his Choice to Teach in Urban Schools

Professor Don Murk ’79, Professor of Early Childhood Education, “isn’t sure why he felt that initial interest in city schools, but is certain since then, he has held a lifelong passion for educational reform in urban schools, and a specific interest in Downey Elementary School.” The article, Professor’s student teaching experience leads to invaluable partnership, by Erin Bray ’10 tells how his teaching experience as a Messiah student helped grow his passion and how his passion helped him bring the Leader in Me program to Downey Elementary School.

“Dr. Knight-Burney (Superintendent) suggested Downey before she heard my story about Downey,” said Murk. “For me, this was when I knew this was a partnership that was predestined.”

News from the Center for Public Humanities (CPH)

Majora Carter delivers the 2014 Spring Humanities Symposium: Majora Carter is an internationally renowned urban revitalization strategist, Peabody Award winning broadcaster, and is responsible for the creation & successful implementation of numerous green-infrastructure projects, policies, and job training & placement systems. Her long list of awards includes accolades from groups as diverse as Rupert Murdoch’s News Corporation, John Podesta’s Center for American Progress, Goldman Sachs, as well as a MacArthur “genius” Fellowship. She has continually set new standards of excellence with projects in her South Bronx community, while expanding her reach nationally and internationally. Her philanthropic pursuits and business interests have all pointed toward greater self-esteem and economic potential for low-income people everywhere. See full bio: http://www.majoracartergroup.com/bioawards/press-kit/
The Center for Public Humanities’ Hoverter Course Messiah’s Hoverter Course offered through the Center for Public Humanities, provides access to higher education for those whose circumstances have prevented them from attending college. A recent participant reflected, "I seized the opportunity Messiah offered, seeking education. I discovered so much more. My journey took me to accomplishment, gratification, happiness, pride and motivation." Graduates of the Hoverter course with Mr. Ron Katzman (far right) from the Hoverter Foundation and Dean Peter Powers of the School of Humanities (second from the left at the back).

CPH organizes Debate, Public Speech, and Regional History Day Competitions: Hundreds of high school students, including many from underrepresented backgrounds from central PA, visited Messiah in Spring 2014. For the first time this year, we were intentional about using this as an opportunity for student recruitment. In the future, we would love to have Martin scholars or work/study students from Multicultural Programs on hand to connect with these students.

Student Athletes Continue to Serve the World. In summer 2014 AROMA will be sending five teams to continue to deepen relationships and partnerships in Colombia, Uganda, El Salvador, Panama, and Costa Rica. AROMA Director Aaron
Faro comments, "It is our desire to go deep and make a lasting impact in a few places, rather than scatter our efforts. In the end it’s all about relationships; and those are built over time with consistency." Earlier, summer 2013 saw eight international sports ministry trips, to five different countries and over 100 student athletes, coaches and alums sent out of the Messiah athletics department. The teams receive pre-departure orientation to enable them to work alongside local partners for more effective outreach.

Challenges & Opportunities

Diversity, equity and inclusion work proceeds in a recursive fashion as our vision for diversity meets realities of the world which in turn result in revisions in the original vision and planning. Messiah College’s institutional architecture, procedures and protocols were crafted out of a long and ongoing quest for excellence. This striving for excellence remains incomplete if it does not simultaneously embrace the pursuit of inclusion, so powerfully spelled out in the parable of the vineyard (Matthew 20: 1-16, RSV) where the last become first and the first last. Thus, Messiah like any other institution has its own share of challenges and opportunities.

We will need to continue to pay close attention to preparing our incoming students for diverse and intercultural living in the twenty first century. The Cooperative Institutional Research Program (CIRP) survey results for the incoming class of 2014 showed that 50% believed that promoting racial understanding is somewhat important while only 37% thought improving their understanding of other countries and cultures is very important. Finally, 54% noted that they had improved in their understanding of others.

Recruitment and retention continue to pose challenges to the colleges especially at the level of employees. Faculty search committees have been provided a recruitment toolkit that steers the search process using a variety of best practices to become more proactive in recruiting faculty from underrepresented populations. Clearly much more needs to be done here and in 2013-2014 overall underrepresented faculty levels hover around 6.7% (an increase of 1% from last year). There is no representation of underrepresented populations within current full and part-time staff. In 2014-2015 the Office of Diversity Affairs is hiring a student to help provide additional input into the employee recruitment process. However, on a more optimistic note, the number of students from underrepresented racial, ethnic and cultural populations (SURE/CP) continue to grow, from 10.8% in 2012 to currently at 12 percent in 2013 (including international students). The Martin and Amigo Scholarship programs continue to
attract strong students from diverse backgrounds who are committed to a life of the mind, reconciliation, and servant-leadership. In 2013 112 students were awarded these scholarships and in Fall 2014 the number has risen to 117. If current demographic trends are an indicator, these numbers should continue to rise.

One area in which Messiah received low marks, especially from students, alumni, educators, and administrators/staff members, was maintaining racial, cultural, and economic diversity in the campus community. On the other hand, data clearly indicate the presence of less obvious types of diversity—theological, political, philosophical, and social (Crane Marketing Report, p. 9).


Developing a comprehensive campus climate survey promises to be the new agenda for diversity work in the next iteration of the diversity strategic plan (2014-2017). The Provost Randall G. Basinger, continues to hold conversations with individuals on the subject of homosexuality and the church, and more specifically homosexuality at Messiah College. While there as yet no consensus on this subject, the process of listening attentively to some voices has begun on campus. More work needs to be done and dialogue with different groups will continue into the next year. In this connection, added emphasis in being given to diversity and inclusion themes in student leadership training.

### Employees

**Employment Summary**

<table>
<thead>
<tr>
<th>Year</th>
<th>New Hires (employed at any time of the year)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Category TOTAL</td>
</tr>
<tr>
<td>2007-08</td>
<td>Diverse</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
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<tr>
<td>2008-09</td>
<td>Diverse</td>
</tr>
<tr>
<td></td>
<td>Total</td>
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<tr>
<td></td>
<td>Percentage</td>
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<tr>
<td>2009-10</td>
<td>Diverse</td>
</tr>
<tr>
<td></td>
<td>Total</td>
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<tr>
<td></td>
<td>Percentage</td>
</tr>
<tr>
<td>2010-11</td>
<td>Diverse</td>
</tr>
<tr>
<td></td>
<td>Total</td>
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<td></td>
<td>Percentage</td>
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<tr>
<td></td>
<td>Diverse</td>
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<td>--------</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td></td>
</tr>
<tr>
<td>2012-13 Diverse</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>159</td>
</tr>
<tr>
<td>Percentage</td>
<td><strong>8.2%</strong></td>
</tr>
<tr>
<td>2013-14* Diverse</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>104</td>
</tr>
<tr>
<td>Percentage</td>
<td><strong>11.5%</strong></td>
</tr>
</tbody>
</table>

* Fiscal year hires entered as of December

New hires based on current hire date. Employee who left and were re-hired may not be listed in the appropriate cohort. Diverse Employee is defined to be either: (1) Non-US Citizen; or (2) Ethnicity other than "White" or "Unknown".

Source: Office of Human Resources and Compliance

**Students**

Underrepresented Undergraduate Student Enrollment

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**Undergraduate Under-Represented Student Populations in 2008**

- Total of Underrepresented Students: 2%
- Total of International Students: 7%
- Total of Caucasian Students: 91%

**Undergraduate Under-Represented Student Populations in 2009**

- Total of Underrepresented Students: 8%
- Total of International Students: 2%
- Total of Caucasian Students: 90%

**Undergraduate Under-Represented Student Populations in 2010**

- Total of Underrepresented Students: 8%
- Total of International Students: 2%
- Total of Caucasian Students: 90%

**Undergraduate Under-Represented Student Populations in 2011**

- Total of Underrepresented Students: 8%
- Total of International Students: 2%
- Total of Caucasian Students: 90%
General campus population has been decreasing steadily in the past few years. Both the Population of Underrepresented students and International students have increased from the previous Fall Semester.

New Undergraduate Student Retention and 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.

Source: Messiah College Fact book 2013-2014
Fall 2008 New Undergraduate Student Retention and Graduation Rates

- Year 1: SUR/ECP (60), International (23), White (261), Women (391), Men (448)
- Year 2: SUR/ECP (55), International (19), White (224), Women (391), Men (448)
- Year 3: SUR/ECP (48), International (15), White (209), Women (367), Men (476)
- Year 4: SUR/ECP (47), International (15), White (202), Women (358), Men (463)
- Year 4/Graduation: SUR/ECP (42), International (13), White (185), Women (337), Men (435)

Source: Office of Institutional Research

Fall 2009 New Undergraduate Student Retention and Graduation Rates

- Year 1: SUR/ECP (55), International (16), White (257), Women (375), Men (441)
- Year 2: SUR/ECP (46), International (14), White (219), Women (375), Men (441)
- Year 3: SUR/ECP (39), International (13), White (206), Women (350), Men (491)
- Year 4: SUR/ECP (36), International (13), White (328), Women (191), Men (458)

Source: Office of Institutional Research
Fall 2010 New Undergraduate Student Retention Rates

Fall 2011 New Undergraduate Student Retention Rates

Fall 2012 New Undergraduate Student Retention Rates
Graduate Student Enrollment History by End of Fiscal Year

Source: Office of Institutional Research
Graduate Student Enrollment History by Program

Source: Messiah College Fact book 2013-2014
Retention within the AMIGO Mentoring Program

The AMIGO Mentoring Program provides a peer mentorship opportunity for students awarded the Amigo Multicultural Scholarship. To be eligible for this scholarship program, prospective students must be invited to participate in the Lloyd and Lois Martin Multicultural Scholarship process and must fulfill all requirements and eligibility criteria.
Upper class Messiah College students who serve as Amigo mentors will provide guidance on how to better transition to college and adopt positive study skills. Amigos will be matched based on gender, interests and, if possible, majors. Program mentees will feel better prepared to engage successfully in college-related activities, curricular and co-curricular alike. It is the goal of the mentoring program that mentees will receive one-on-one peer guidance on how to manage college expectations, social life, school work and that they will become connected to at least one upper class student while feeling more connected to the Multicultural Programs office.

**Retention Rates:**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>15 mentees (13 female 2 male)</td>
<td>23 Mentees (4 male 19 female)</td>
</tr>
<tr>
<td>9 mentors (8 Female 1 male)</td>
<td>14 Mentors (2 male 12 Female)</td>
</tr>
<tr>
<td>Retention 86.7% (2 transferred out at the end of fall 2011) of our mentees returned to MC in fall 2012</td>
<td>90% of respondents felt their expectations were fulfilled by the program</td>
</tr>
<tr>
<td>– Compared to 86.7 overall retention</td>
<td>– 100% of respondents felt they gain connections with other mentees in group events</td>
</tr>
<tr>
<td>– Compared 76.1 SUR/ECP retention</td>
<td>– 85% feel they belong at MC and the remaining 15% feel they belong sometimes</td>
</tr>
<tr>
<td>100% of mentors and mentees evaluated found the program valuable in their college experience &amp; would recommend it to other</td>
<td>100% plan on returning in J term, Spring and Fall of 2013</td>
</tr>
<tr>
<td>73% of mentees will be leaders next year at MC</td>
<td>Only one of the 23 has a GPA of Less than 2.5</td>
</tr>
</tbody>
</table>

**Retention with the Martin Scholarship Program**

The Martin’s Scholars Program seeks to develop students in the areas of academics, service, and leadership, in order to prepare for reconciliation in the church and society.

**General Scholarship Program Requirements**
• Students who receive the Lloyd and Lois Martin Multicultural Scholarship must maintain at least a cumulative 2.5 GPA in their first year and at least a cumulative 3.0 GPA in subsequent years.
• The scholarships are awarded once a year and begin in the fall semester. They are renewable for up to four years at Messiah College.
• Students must complete ALL components of the program in any given year to maintain the scholarship.
• Students must show continued involvement in leadership, service, or ministry at Messiah.
• To graduate with the Martin’s Scholar Cord, students must successfully complete the program.
• Students who lose the scholarship because of academics may remain in the program and graduate with Martin’s Scholar Cord as long as all other requirements are met.

Retention Rates:

• 10 female Martins (1 honors overlap) -100% response Rate
• In a scale from 1-10 (10 being I strongly recommend this program) martins would in average recommend this program 9.4
• 100% of martins felt their expectations were fulfilled
• 100% of Martins strongly agreed or agreed that the FYS taught them to think critically about issues of diversity. 80% of martins rethought a strongly held position thanks to the FYS
• 80% of martins received extra study skills support
• Only one of the 10 has a GPA of Less than 2.5
• 100% plan on returning in J term, Spring and Fall of 2013
**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).⁶

**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.⁷

**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.⁸

**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

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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.

**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 [http://www.washington.edu/doit/Brochures/PDF/instruction.pdf](http://www.washington.edu/doit/Brochures/PDF/instruction.pdf).)

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1 The School of Science, Engineering, and Math registered the lowest numbers here at 39%.