

**Global and Multicultural Initiatives Task Force**  
**Final Recommendations**  
**May 17, 2009**

The meetings of the Global and Multicultural Initiatives Task Force were bookended by two incidents of hate affecting the Gustavus campus community. Prior to the first meeting of the Task Force in November, cars on and near campus were defaced with cultural, racial, and ethnic epithets. One day prior to the final meeting of the Task Force in April, another incident of cultural intolerance occurred involving an off-campus band visiting the campus. These incidents weigh heavily on the minds of the Gustavus community, and the incidents lent a sense of urgency and seriousness to Task Force efforts. In the midst of the differences we all bring, how do we continue to work together, grow together, and learn together as a community?

This picture was taken on the day of the final meeting the Global and Multicultural Task Force. “COMMUNITY AND FAITH LIVE HERE IN HARMONY!” It demonstrates a student’s response to the recent act of cultural intolerance and the hope for continued change on campus.



The Task Force was struck by the foundational strength provided by various campus elements; the strides made over many years on campus; admiration for the students who paved the way; enthusiasm for the alumni, parents, and friends who continue to provide support and encouragement; and the current community that is filled with passion for the ongoing process of supporting global and multicultural issues.

We thank the Board of Trustees, the Working Group on Cultural and Global Competence, the Center for International and Cultural Education and the Diversity Center for the rich, informative, and insightful remarks, writings, and resources provided to us. This input significantly informed the recommendations that follow. The Global and Multicultural Initiatives Task Force acknowledges and affirms the strategies included in the Board of Trustees Strategic plan, although believes that all language relating to diversity is viewed in the broadest sense (e.g. sexual orientation and gender identity, immigrant identity, first language, race, ethnic origin, physical ability, nationality, political, religious, socioeconomic, and geographic differences).

For the work of the Global and Multicultural Initiatives Task Force, the group adopted the definitions used by the Gustavus Working Group on Cultural and Global Competence.

- **Cultural competence** is a set of congruent behaviors, attitudes, and policies that come together in a system, institution, or among students, staff, and faculty, and enables effective interaction in cross-cultural situations. Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes.

*Culture* is the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups.

*Competence* is the capacity to function in a particular way: the capacity to function within the context of culturally integrated patterns of human behavior defined by a group. Functional cross-cultural competence is learned by acquiring new patterns of behavior and effectively applying them in the appropriate settings.

(Adapted from King et. al., "How is cultural competence integrated in education?" Accessed from [http://cecp.air.org/cultural/Q\\_integrated.htm](http://cecp.air.org/cultural/Q_integrated.htm) 9/25/08. Center for Effective Collaboration and Practice of the American Institutes for Research.)

- **Global competence** is the ability to contribute to knowledge and to comprehend, analyze, and evaluate its meaning in the context of an increasingly globalized world. The skills that form the foundation of global competence include the ability to work effectively in international settings; awareness of and adaptability to diverse cultures, perceptions and approaches; familiarity with the major currents of global change and the issues they raise; and the capacity for effective communication across cultural and linguistic boundaries.

(Adapted from Bruste, William. I. (2007). "Paths to global competence: Preparing American college students to meet the world." Accessed from <http://www.iienetwork.org/page/84657/> 9/25/08. IIE Network, Member website of the Institute of International Education.)

- **Diversity** is "everything you are, and everything you are not." Each of us has a number of social identities by which we tend to identify ourselves. These may be based on physical, social, or cultural attributes. Some of these identities are changeable (i.e. our religious affiliation), others cannot be changed (i.e., our ethnicity), and others can be changed with some difficulty (i.e. our gender). Important social identity markers include ethnicity, race, socioeconomic class, religion, ability, gender, sexual orientation, age, nationality, and language.

The Global and Multicultural Task Force believes that Gustavus is committed to embracing diversity. Building on the work already done by this community, the goal is to prepare Gustavus students to thrive in a global and multicultural society.

It is our hope to see advances in the achievement of the recommendations in three years rather than twenty years. The current campus atmosphere demands our immediate attention, care, and action. We recognize that we will never arrive fully but to be a leader in multicultural and global initiatives in twenty years, we are called to begin a new commitment and level of work now.

The goal of this Task Force is to display that multiculturalism is an integral thread to the life of this campus. In three years, in ten years, in twenty years, we hope to see new generations of students significantly contributing to our world. These students will truly live their calls to the mission of this College through their *service, faith*, and commitment to *justice* in their

*communities* in culturally and globally competent *excellence*. It is the belief of the Task Force that Gustavus Adolphus College hereby affirms a collective commitment to diversity and multiculturalism in all aspects of our work together, both on and off campus. The following recommendations emanate from our shared perspective and our shared dreams for Gustavus. We hope they will help to guide the College on its journey of growth through exploration, interaction, inclusion, and diversity.

#### Diversity commitment

**Adopt and strongly communicate a campus-wide statement that defines and actively supports diversity in all its many guises, including sexual orientation and gender identity, immigrant identity, first language, race, ethnic origin, physical ability, nationality, political, religious, socioeconomic, and geographic differences.**

Gustavus, in its strategic plan and mission statement, has made a commitment to being a diverse community. In order to do this well, it is essential to have a common understanding of our definition and position on diversity. This will provide a framework for communication, affirmation, and accountability.

#### Campus cultural climate assessment

**Administer a comprehensive climate survey for students, faculty, and staff to establish benchmark results in the first year and repeat regularly within the College survey cycle, with specific objectives for improvement over time to ensure that the campus is welcoming to all, including members of underrepresented groups.**

This would allow Gustavus to build a more diverse and supportive environment to recruit and retain outstanding faculty, students, and administrators.

#### Cultural competency

**Assess and develop individual cultural competency throughout campus and the Board of Trustees.**

Because the value of diversity is recognized as part of the mission of Gustavus, the entire Gustavus community must recognize and remain current in this commitment. Encourage trustees, faculty, staff, and students to take an assessment such as the Intercultural Development Inventory (IDI) online and create their own individual action plan with the assistance of Gustavus staff who are certified in the IDI instrument. This would involve identifying many more on-campus people being certified.

#### Diversity communications

**Infuse written communication internally and externally with clear, strong, and consistent references to the College's commitment to diversity.**

The College must send a strong and affirmative message to Gustavus audiences and the public at large if the College seeks to build diversity and enhance visibility as a multicultural community.

Vice President for Global and Multicultural Initiatives

**Create the position of Vice President of Global and Multicultural Initiatives to provide authority and accountability for diversity.**

Diversity is a priority of the College. A position at a key decision-making level would reflect this commitment. This individual would push for results that align with the College's espoused values of inclusion. The incumbent would help to integrate, connect, consolidate, and provide continuity for individual diversity efforts.

Board of Trustees diversity

**Ensure there is strong diversity representation on the Board of Trustees.**

Board makeup should reflect the College's values of supporting all people with a strong diversity representation that reflects all areas of diversity (e.g. sexual orientation and gender identity, immigrant identity, first language, race, ethnic origin, physical ability, political, religious, socioeconomic, and geographic differences).

Global and multicultural initiatives advisory committee

**Create a global and multicultural initiatives advisory committee representing the various Gustavus constituencies (faculty, administrators, students, alumni, and friends) to work closely with the College leadership on the realization of global and multicultural Commission Gustavus 150 recommendations.**

Hate and bias response

**Enhance and strengthen the College's process to respond, report, and communicate in relation to hate crimes, including appropriate sanctions.**

It's important to acknowledge individual and community impacts of hate and bias incidents and to have a strong institutional response to such cases when they arise.

Diversity endowment

**Create endowed funds to support global and multicultural initiatives.**

Integrate office space

**Maximize natural synergies between the Center for International and Cultural Education and the Diversity Center by creating a common office space.**

The entities would retain their respective directors and full staffs, but programmatic synergy and administrative efficiency would be enhanced.

Study-away requirement

**Establish the minimum requirement that all students study-away.**

Although studying away does not in itself confer cultural competence, it allows students to encounter contexts different from their own and gives them opportunities for growth. This study-away experience should be designed to match students' past experiences and current needs.

Guiding principles for study-away

**Create guiding principles for domestic and international study-away. Principles should be based on the following ideals: 1) off-campus graduation requirement for all students; 2) immersion, not tourism; 3) civic engagement opportunities; 4) connection to our mission as a college; 5) academic rigor with measurable outcomes; 6) cost-neutrality; and 7) developmental learning.**

To be effective in a global world, Gustavus must be clear and intentional on its study-away values and guiding ideals.

Campus forums for study-away students

**Develop a continuum of connection and support for study-away participants.**

Require pre-departure, study-away, and post-immersion opportunities tied to all student immersion experiences. Create avenues to encourage connection and sharing of experiences among students on campus and those studying away. These could include the sharing of pre-travel research as well as post-travel insights, knowledge, and experience.

Study-Away scholarships and fellowships

**Increase scholarships and fellowships for international study and teaching away from campus.**

Seek financial support from alumni, congregations, and other sources.

Intercultural infusion

- 1. Consider the establishment of an intercultural general education requirement.**

2. **Explore how every major could include at least one course on cross-cultural competency that is relevant in that discipline.**
3. **Develop a process for seniors to create portfolios that demonstrate how they integrated global and cultural competency into their major studies and/or how they have achieved such skills and insights prior to graduation.**
4. **Strongly encourage every sophomore to take an on-campus seminar on cultural diversity.**

#### Student diversity

**Dramatically increase the recruitment and retention of underrepresented student populations.**

This will create the multicultural community necessary for students to achieve global and cultural competence. This would involve a review of Admission, registration, and financial aid practices and policies to ensure they support diversity in the student body.

#### Intercultural dialogue

**Develop intercultural dialogues on campus that train, mentor, and empower students to assume leadership in cultural and global competence issues.**

Students would develop knowledge, skills, and attitudes that will help them engage in dialogue about such difficult and sensitive topics as racism, homophobia, globalization, and other issues.

#### Student support in the Diversity Center

**Increase resources to fully support students from underrepresented communities to thrive at Gustavus.**

#### Diversity reading list

**Create an annual, intercultural common reading list and have related campus discussions around issues of globalism and multiculturalism.**

Distribute this list to the entire Gustavus community, with accompanying opportunities to bring people together for discussion and reflection to help the community evolve a common language and frame of reference for intercultural topics and shared experiences.

#### Student orientation on diversity

**Prepare students for exposure to issues of diversity by giving incoming students the tools, resources, and support needed to adapt, understand, appreciate, and accept others.**

Examples would include a multicultural experience as part of incoming student orientation to introduce and address issues related to sexual orientation and gender identity, immigrant identity, first language, race, ethnic origin, physical ability, political, religious, socioeconomic, and geographic differences; ongoing reflection and evaluation would support this initiative; and increasing the number of First-Term Seminars connecting with the Diversity Center.

#### Diversity orientation for parents

**Establish a parent orientation program that includes diversity education.**

Such a program would address important campus issues such as cultural competency, and set the tone for parents regarding the developmental and behavioral expectations of their students. This program could take place at registration or student orientation, but should be separate from student sessions.

#### Interreligious programming and space

**Provide the interreligious programming and space resources needed to support students of various religious backgrounds.**

As Gustavus recruits a more diverse student body, there will be increased need for spiritual resources, including space for religious observance outside of the Chapel; support for other religious observances; dietary accommodations; and connections to on or off campus resources for faith development.

#### Annual diversity conference

**Design and present an annual signature event focused on global and multicultural themes.**

#### English language learners

**Retain and support a multilingual and English language learners (ELL) program.**

This program would provide the tutoring and advising support needed for the students; address faculty development needs; and involve community outreach. A full-time academic support position that combines multilingual and English language learner (ELL) tutoring and community outreach would be needed.

#### International student recruitment

**Increase the recruitment and retention of international students.**

This would involve both the dedication of a full-time position whose primary responsibility is to increase the number of students from other countries who apply, attend, and persist at Gustavus;

providing sufficient travel funds for this position; and providing adequate financial assistance to attract and retain students.

#### Immigrants in the region

**Pursue every avenue to support and recruit immigrant students from the surrounding region.**

Assess whether and how we encourage immigrant youth in the region to prepare for, pursue, and attain a college education at Gustavus. Research what peer institutions are doing in this regard, including their policies on undocumented students and support for non-English speaking parents. Based on the data and insights gathered, strengthen existing partnerships and develop new partnerships and alliances with communities and organizations. Provide online admission information in multiple languages. The immigrant community in Southern Minnesota is growing. Engaging this population and presenting a Gustavus education as a viable option will require an active, intentional, and culturally competent approach.

#### Outreach to Minnesota immigrant congregations

**Actively and intentionally recruit students from Minnesota's many ethnic Lutheran congregations.**

#### International alumni network

**Create an international alumni communications infrastructure for students, professors, and administration to connect with alumni through the development of robust online tools.**

It is envisioned that alumni could provide information and insights on multicultural/global experiences, associations, interests, passions, skills, and accomplishments. Alumni would self-select ways to support the development of the global and multicultural experience for Gustavus students.

#### International alumni mentors

**Connect internationally-based and internationally-connected alumni with students to act as role models and mentors.**

Invite alumni to assist with student recruiting and help with internships abroad. Focus on building relationships through these types of activities beyond soliciting alumni for financial support.

#### Cultural Competency Alumni Award



**Create an award (e.g. Cultural Competency Award) to honor alumni involved in global and/or multicultural efforts that exemplify the Gustavus's values and commitment in that arena.**

Recruitment and retention of diverse and international faculty

**Create mechanisms to increase recruitment and retention of faculty from traditionally underrepresented groups.**

Take into consideration related issues including spousal employment, worship spaces, and commuting from a distance.

Faculty global and multicultural fellowship

**Initiate a competitive global and multicultural fellowship or research stipend to support faculty development through the Kendall Center.**

This opportunity would enhance faculty skills and insight in intercultural pedagogy.

Intercultural faculty exchanges

**Provide opportunities for faculty exchanges relating to global and multicultural initiatives to make comparative visits to other educational and non-educational institutions and invite representatives from those institutions to visit Gustavus.**

An exchange program would help faculty affirm what Gustavus is doing well and gather additional ideas that could be implemented on campus to help achieve overarching cultural competency goals.

Intercultural experiences for faculty

**Provide the means for every faculty member to have a global or multicultural experience.**

In order for faculty to have empathy for the impact these types of experiences can have on students, to enrich the classroom experience, and to ensure faculty serve as role models, Gustavus needs to provide opportunities for faculty to have a global or multicultural experience.

Faculty Study-Away Incentives

**Provide incentives to encourage faculty to work a January-Term or a semester in a culturally diverse setting, perhaps accompanied by students.**

Make sure that such travel is cost-neutral to faculty and consider awarding additional teaching credit in recognition of the additional work required for such teaching.

#### Faculty recognition

**Create institutional rewards and recognition for faculty who excel in teaching, scholarship, or service directly related to globalism and multiculturalism.**

This might include workshops, grants, mentoring programs, and community celebration of these efforts.

#### Faculty development

**Establish a faculty development program (or enhance the existing program) to provide opportunities for faculty to explore issues of globalism and multiculturalism.**

These could include funding and release time for course development, and training so faculty can address issues of bias, racism, homophobia, etc. in classroom settings.

#### Tenure review

**Consider making cultural competence a part of the tenure review.**

Doing so would send a strong signal regarding the importance of globalism and multiculturalism as integral to the teaching and learning excellence at Gustavus.