

Tuesday, Oct. 17 | 2:15 – 3:30pm Sessions

Track #1 – Transforming Institutions with a Commitment to Diversity

- Title: Credible Messengers: Understanding the Missiological Needs of the US
 - Speaker: Rev. Enid Almanzar
 - Session 81
 - Room: Soderquist 110
 - Description: As the one of the fastest growing segments of the population, Hispanics have made significant impact in the areas of business, politics, and culture. Furthermore, while studies show that Christianity is both aging and declining in the US, this important demographic group is helping to revitalize the Church by serving as bridge builders between cultures and generations. Sadly, however, many institutions still lack the missiological tools to engage this community in both culturally and linguistically relevant ways.

During this session, will dig deeper into scriptural examples as well as the work of prominent Latino thought leaders such as Dr. Rene Padilla, Dr. Samuel Solivan, Dr. Orlando Costas, Rev. Leoncia Rosado Rousseau (among others) to examine a myriad of robust opportunities for holistic impact. Participants will also explore the unique needs, challenges, and strategies for deeper engagement of these credible messengers that are redefining the future of faith in the US.

- Title: Brining Kingdom Diversity to a PWI: Lessons Learned on the Road to Transformation
 - Speaker: B.J. Glover
 - Session 36
 - Room: SGH A
 - Description: For the first time in its history of more than 100 years as a PWI, Oklahoma Baptist University (OBU) created a cabinet-level position to lead a culture transformation at the institution. In December 2020, the Vice President of University Culture was charged with creating an environment in which all students, faculty, and staff are welcomed, supported, respected, and valued, as well as removing barriers to their ability to excel in their academic and professional pursuits. Although prior efforts had been made to address diversity, this was the strongest commitment ever made by the Board and leadership to invest in a singularly focused role and functional office.

This presentation recounts key elements of the step-by-step journey to create and implement an overarching DEI strategy for the entire university, engaging every level and functional area. With courage and transparency, approaches will be explained, obstacles described, tools shared, and outcomes revealed. This information is not intended as a universal template for every school, but rather an example of how one institution chose to fight the war to embrace “Kingdom diversity,” a name coined to represent doing diversity from a biblical worldview.

Our strategy addresses five Kingdom diversity domains: Leadership and Infrastructure, Access and Equity, Campus Climate and Community, Equipping Community Members, and the Academic Landscape. Audience members should be able to see differences

and similarities to their own DEI journeys, at whatever stage, and whatever their diversity priorities may be. The goal is that our lessons learned may help inform future decisions regarding DEI.

- Title: Exploring *Choque* in Christian Higher Education: How Cultural Mismatch and Student Care Affect Latino Student Retention
 - Speaker: Brenda Morton
 - Co-presenter: Aida Ramos
 - Session 49
 - Room: Soderquist 110
 - Description: Disparities in retention and graduation rates for first-generation students have been attributed to students' college entry characteristics or inadequate preparation due to inequalities in the K-12 system. We argue that the concept of *choque*, or cultural collision, deserves further exploration and consideration in first-generation Latinx student success in Christian higher education: the exploration of the *choque*, or “cultural collision,” that occurs when Latinx first-generation students navigate the cultural mismatch between their home and college contexts in regards to “cultural norms that create a social performance gap and reproduce inequalities” (Rendón et al., 2017). In our study (Morton & Ramos, 2023), first-generation Latinx students from Catholic, non-Protestant evangelical backgrounds, immigrant, and low-income backgrounds struggled to feel like they “fit” in white, middle-class evangelical Christian school culture. These students feel like cultural outsiders, which proved to be a significant barrier for cultivating belonging and retention. Simultaneously, evangelical Christian institutions' theological missions and subsequent cultural norms encourage faculty and staff to prioritize student care and close mentoring relationships with students that prove advantageous to first-generation Latinx students. This session presents the experiences of six first-generation students, three identified as Latina, at a Christian university. In this session, we will discuss how universities can support this group of students by understanding the role of *choque* in the lives of our students. Christian higher education institutions are in a unique position to alleviate *choque*, but only if they consider their own practices and policies in light of *choque*.

Track #2 – Curricular/Co-Curricular Initiatives

- Title: Instilling Multiculturalism Perspectives in Undergraduate Students at Christian Colleges and Universities: A Study of Pluralistic Orientation
 - Speaker: Jeff Clawson
 - Session 26
 - Room: SGH C
 - Description: Long considered effective environments to influence students' pluralistic orientation through positive cross-racial interactions, institutions of higher education are responsible to prepare students for life and work in a pluralistic society. However, pluralism requires more than mere tolerance; it involves the genuinely authentic and sustainable interactions between people with opposing beliefs necessary for

democratic, social flourishing. The basis for this presentation is a study of pluralistic orientation in undergraduate students at Christian colleges and universities. Pluralistic orientation includes the ability to see the world from someone else's perspective, tolerance of others with different beliefs, openness to having one's own views challenged, the ability to discuss and negotiate controversial issues, and the ability to work cooperatively with diverse people. Unsurprisingly, students who report higher levels of positive cross-racial interactions during their time in college tend to have higher pluralistic orientation scores. Of course, the opposite is also true; students with negative cross-racial experience are less likely to develop high pluralistic orientation. There are also multiple other predictors of pluralistic orientation, as well as some negative predictors, that are useful to inform postsecondary educators in the development of curricular and co-curricular activities that will ultimately prepare students to live, work, and lead in a multicultural, multi-faith, and pluralistic society. Moreover, the factors that predict pluralistic orientation differ between students of color and their white peers. The significant changes in compositional diversity at CCCU institutions over the last 20 years provide opportunities for student formation toward pluralism and a positive impact on an ever-changing society.

- Title: Strategic Transformation: PLNU's Commitment to Diversity and Inclusion Using the Intercultural Development Inventory (IDI)®
 - Speaker: Dione Taylor
 - Co-Presenter: Kathy Lee
 - Session 18
 - Room: Soderquist 241/242
 - Description: As we continue to transition into a world of post-pandemic learning and recovery, we are reconnecting to others in the midst of a society that continues to polarize and divide. Conversations about racial reconciliation, diversity, and understanding intersectionality are important to our ability to enhance our own awareness and connections to the world around us. The Intercultural Development Inventory (IDI)® is a theory-based, developmental assessment to help institutions and individuals develop practical tools to better understand diversity, intersectionality, and cultural humility. Point Loma Nazarene University is utilizing the IDI to support the goal of transforming PLNU's commitment to diversity through the usage of IDI assessments and focus groups. The goal of these methodologies is to promote awareness and healthy discourse, and to help all participants develop intercultural competency skills.

This session will introduce the IDI as a tool to further engage conversations which address institutional goals of creating safe spaces for discourse and advance diversity-supporting efforts.

- Title: Using the ACRL:IS Inclusive Pedagogy Toolkit
 - Speaker: Marikit Fain
 - Session 41
 - Room: Walker 204

- Description: We're all far too aware of the limited number of hours we have in a day to pursue diversity awareness and actions, regardless of how important they are to us or our institutions. All the steps to getting started on projects and revisions can often feel like insurmountable hurdles. In this session, the facilitator will share the Inclusive Pedagogy Toolkit for the Association of College & Research Libraries – Instruction Section, a toolkit developed by the American Library Association that can help instructors get over that first hurdle of needing time to gather quality resources. The toolkit includes inclusive pedagogy articles, websites, podcasts, and activities to help instructors think through their own mindset, assignments, classroom community, and even their syllabus. This entirely open-source toolkit provides a scaffolding framework to understanding and implementing inclusive pedagogy in a classroom setting. The work of learning and committing to personal and professional change will still be a journey, but the Inclusive Pedagogy Toolkit can be a helpful place to start and refer back to along the journey.
- Title: How Listening and Gathering Raw Data Can Help in Supporting Faculty in Creating Culturally Responsive Classrooms
 - Speaker: Roderick Simmons
 - Session 9
 - Room: Walker 204
 - Description: In this session, Roderick Simmons, Director of Diversity and Spiritual Development at Judson University, will relate his experiences and takeaways from planning focus groups with each department. First, these focus groups allowed members from each department to share their honest thoughts about what a culturally responsive classroom may look like to them. Second, they provided a way to listen and ask questions with the purpose of understanding different people's perspectives. Third, the focus groups revealed that each department was in a different place as it relates to creating culturally responsive pedagogy. Throughout the focus groups, the vast majority of participants asked for practical tools for implementing culturally responsive practices. This session will explore the process and results of these focus groups, as well as the next steps, which included an array of informative presentations on diversity that strengthened support with the faculty members and provided a way for students to better understand available support.

Track #3: Voices of Our Friends

- Title: Supreme Court Updates from the CCCU
 - Speaker: Jill Hartness
 - Session 72
 - Room: SGH C
 - Description: The United States Supreme Court (SCOTUS) delivered opinions recently that directly affect CCCU schools and the greater higher education community. The CCCU is in Washington, D.C., representing Christian higher education because of the weight and impact of decisions like these. This presentation will provide background and

facts about the cases for attendees to better understand how to sift through the myriad of information in the wake of these decisions.

- Title: Better Together: Women and Men Partnering Well in the Christian Workplace
 - Speaker: Rob Dixon
 - Session 15
 - Room: Walker 233
 - Description: Can women and men work alongside one another in healthy workplace partnerships? If we're honest, for too long Christian organizations have had a spotty track record in this regard, and the #churchtoo movement has underscored this reality. Some might discourage mixed-gender workplace partnerships altogether, but is that the best way forward? In the first chapter of Genesis, we learn about God's design for women and men to work together to steward our world, a plan that is reinforced throughout the Bible, particularly in the examples of Jesus and Paul. Having fidelity to God's Genesis vision will require courage and intentionality, but it can be done. Drawing from 26+ years of ministry experience coupled with four years of doctoral study on this topic, Rob Dixon will present a model for flourishing mixed-gender partnerships that articulates 10 particular attributes grouped into the three domains of inner life, community culture, and intentional practices.

- Title: DIY Search Advocacy
 - Speaker: Karen Dowling
 - Co-Presenter: Mike Manning
 - Session 68
 - Room: Walker 233
 - Description: This session will provide takeaways from a pilot of search advocacy and processes for evaluating and interviewing applicants for faculty and staff roles. With input from the VPAA for National & Global and VP for Diversity and Intercultural Integration, different ways of preparing and implementing a search process have been utilized and assessed for value and effectiveness. The strategies were catalyzed by a hiring manager search advocacy training and a desire for institutional collaborative effectiveness and consistency in processes.

Track #4: Resiliency & Leadership

- Title: Receiving the Gift: A Generative Consideration of Native American Relationship with Christianity
 - Speaker: Erin Shaw
 - Session 78
 - Room: SGH A
 - Description: This session will explore the tension that exists with American Indian communities as they relate to and receive from Christianity. We will discuss history of American tribes, an introduction to the Doctrine of Discovery, the role of colonization and how this may affect our classrooms and campuses. I will draw upon my own experience living in the tension of being Chickasaw/Choctaw and following the ways of Jesus. Much of our work as it relates to reconciliation and diversity is a ministry of presence. How do we create a spacious place for students of all backgrounds, while forming relationships deep enough to bear witness to the pain and strength within these communities? My main goal is to allow a space to re-orient our hearts

to the work we are called into. Difference is a gift to each of us, allowing us windows into a world that is incredibly interrelated. Receiving these gifts is the aim of this session.

- Title: The Journey of a Culturally Intelligent Leader
 - Speaker: Harry Li
 - Session 19
 - Room: Soderquist 241/242
 - Description: In this presentation, Harry Li, PhD, will present how cultural intelligence (CQ) can provide a long-term, consistent strategy for building capabilities into both a leader and an organization desiring to be more welcoming and inclusive of diverse others. Using a data-driven approach that both measures personal growth and enhances one's understanding of cultural perspectives, the CQ assessment is a powerful leadership tool that should be in every person's leadership toolbox.

The presentation will include examples of the Apostle Paul's leadership journey as well as the presenter's own 20-year journey of leading a very ethnic and socioeconomically diverse, faith-based organization. Dr. Li has used this strategy for helping leaders from over 65 organizations (including many Christian education institutions) to build depth and competency in a variety of contexts, sustained over a long period of time.