

Tuesday, Oct. 17 | 4 – 5:15pm Sessions

Track #1 – Transforming Institutions with a Commitment to Diversity

- Title: The Right Keys to the Right Door: A Pathway to Cultural Humility & Reconciliation in DEI
 - Speaker: Cokiesha Bailey Robinson
 - Session 22
 - Room: Soderquist 241/242
 - Description: This workshop will define cultural humility and reconciliation, reveal stumbling blocks, hurts, and hinderances in the work of DEI, and celebrate the benefits and rewards of the work. Everyone longs for reconciliation, but this session will inspire and promote the necessary "keys" to open the door that leads to authentic reconciliation. This session will provide information and inspiration, while also calling for action.

- Title: A Roadmap to Building a Culture of Care Through Restorative Practices
 - Speaker: Sonnette Bascoe
 - Co-presenter: Jessica Coleman, Adele Bovard
 - Session 24
 - Room: Soderquist 241/242
 - Description: Christian higher education institutions around the country have recently focused more intentionally on diversity, equity, and inclusivity to create and implement actions toward more equitable and inclusive campus communities, reflecting brighter the belief in imago Dei. Roberts Wesleyan University exemplifies a Christian organization that has fervently engaged in this work, adopting a Culture of Care framework that's rooted in restorative practices and aligns with Christian values. This framework involves a tiered approach for building and strengthening relationships across the campus community, fostering a sense of belonging and connectedness, as well as knowledge about how to respond to minor and major incidents of conflict, grievances, bias, and/or harm in a way that is caring and allows all perspectives to be heard, for learning and growth to occur, and for relationships to be repaired or restored. Based on pilots of this framework, Roberts Wesleyan attests to the effectiveness of this approach and desires to share a roadmap to build a Culture of Care through restorative practices that other Christian institutions can model.

This session will take on an experiential workshop style entailing a threefold purpose: (1) Participants will gain an understanding of how to build social capital through community-building practices. (2) Participants will learn and practice a restorative response to minor issues. (3) Participants will build an understanding of addressing major wrongdoings on campus through a restorative lens. The ultimate goal is for participants to gain basic knowledge to begin the process of implementing a Culture of Care within their campuses.

- Title: All Together Now: Koinonia as Inclusion
 - Speaker: Walter Augustine

- Session 28
- Room: Soderquist 110
- Description: Inclusion is a concept that is prevalent in much of the current work of diversity in both educational and corporate settings in the United States. However, many conservative Christians take issue with the concept of inclusion, as they view it as coming from a secular perspective that is incompatible with conservative Christian understandings of scripture and theology. This session will argue that the New Testament concept of koinonia has many parallels with the modern concept of inclusion. However, it is distinct from inclusion in two important ways—its origin and its purpose. To put it another way, the Trinitarian source and purpose of koinonia distinguishes how inclusion is both defined and practiced in Christian spaces. This session will explore both areas of similarity and areas of difference, and in so doing attempt to recapture and develop the concept of inclusion for Christian institutions of higher education.
- Title: DEI Strategic Planning: Action Steps
 - Speaker: Valerie Stokes
 - Co-Presenter: Martha Draayer
 - Session 6
 - Room: Soderquist 110
 - Description: How do we move our institutions forward with DEI goals with such difficult, contentious external narratives? Harnessing the power of the gospel as our motivating force, we can and should think strategically about why and how we implement DEI strategies and actions. We will explore four strategic methods toward DEI strategic planning: 1) Creating a vision for a diversity statement, 2) developing departmental, institution-wide Diversity Action Plans, 3) training faculty/staff in search equity advocacy in search committees, and 4) implementing DEI faculty performance reviews. These four strategic methods are necessary to create culture change within institutions of Christian higher education. Underlying the strategies, we will address how to nurture culturally responsive mindset growth within faculty and staff.

Track #2 – Curricular/Co-Curricular Initiatives

- Title: Leveraging Faculty Partnerships for Student Success, Belonging, and Inclusion Initiatives
 - Speaker: Jenny Elsey
 - Co-presenter: John Hossler
 - Session 29
 - Room: Soderquist 110
 - Description: “If there is a secret to successful retention, it lies in the willingness of institutions to involve themselves in the social and intellectual development of their students” (Tinto, 1993). While there have been many worthwhile attempts by institutions to provide opportunities for students to engage and move the needle on student belonging and success, recent qualitative studies have shown that many of the current solutions are incomplete when it comes to meeting the belonging needs of first-generation college students and students of color (Nunn, 2021). Researchers such as Lisa Nunn and Brené Brown challenge our understanding of belonging and argue that it

is the responsibility of the institution to develop an environment where individuals can bring their full and true selves. This work requires holistic, cultural shifts and must be done collaboratively across campus.

In this workshop, Dr. Jenny Lei Elsey and Dr. John Z. Hossler will facilitate a discussion about how institutions can leverage curricular and co-curricular partnerships to better foster a sense of belonging for first-generation college students and students of color. In particular, the facilitators will discuss the different types of belonging and specifically discuss how academic belonging impacts academic competence and performance. Primary attention will be given to concepts, ideas, and solutions that systemically impact institutional culture. Facilitators will utilize both institutional examples, personal stories, and small group discussions to foster the conversation. Participants will have an opportunity to develop a deeper understanding of belonging and apply concepts and ideas to their own campuses.

- Title: Diversity or Sameness: Who Makes the Best Friend?
 - Speaker: Rosemary Flaaten
 - Session 77
 - Room: Walker 233
 - Description: Our closest friendships are often those with whom we have the most in common. Diversity may not be considered important to the formation of a friend group. Much of the research and rationale for diversity centers on the importance for inclusivity and giving a voice to the marginalized. However, what impact does an intergroup friendship have on the individual from the majority culture? This session will consider the social, emotional, spiritual and relational impact on friendships through breaking down tribal mentality, expanded critical thinking, innovative problem solving and more robust relational skills. There is a wide body of research on these same effects in workplaces, scholastic settings and culture at large. The session will examine these impacts through the relational lens of individuals and close friendships.

- Title: An Experiential Learning Weekend: Opportunities for Enhancing Students' Social Justice Awareness and Engagement
 - Speaker: Terra Hall
 - Co-presenter: Myron McClure, Sharon Wakio and David Gomez
 - Session 51
 - Room: Walker 204
 - Description: The Intercultural Affairs (ICA) Department at Pepperdine University developed the Year Two San Francisco Experiential Learning weekend, which supports a larger university initiative to enhance the co-curricular experiences of second-year students who do not study abroad. Given ICA's goal to build a diverse community of respect, learning, understanding, equity, and inclusion, this experiential learning weekend was developed as a mechanism for exposing students to historical social justice movements that hold relevance to today's contemporary society. This immersive weekend engages students in applied learning about Black Power, sustainability, LGBTQ+, Native Americans' Alcatraz occupation, and women's liberation in San

Francisco.

In collaboration with faculty who serve as movement leaders, ICA works with local vendors, institutions, and experts in San Francisco to create an itinerary for all attendees (students, staff, and faculty) for the annual experiential learning weekend. In preparation, movement leaders facilitate pre-encounter gatherings that orient attendees to the movement and prepare them for the experience. Throughout the weekend, attendees engage in intragroup and intergroup dialogue in San Francisco; these debriefs create space for attendees to process their learning, share poignant takeaways, and exchange knowledge about the movements.

During this session, the presenters will share the history and evolution of this experiential learning opportunity, followed by a discussion of the program's planning, implementation, and assessment. The presenters will then share the program's strengths and challenges, give attendees time to begin brainstorming and/or refining their own programs, and close with opportunities for questions and dialogue.

- Title: Spiritual Disciplines for Diversity Awareness and Action Among White Students
 - Speaker: Susan Burner
 - Session 54
 - Room: Walker 233
 - Description: As research for a Doctor of Ministry project, Susan Burner led three sessions for a small group of white students at Calvin University that focused on spiritual formation and cultural identity development. Students were introduced to concepts related to spiritual formation, spiritual disciplines, culture, and race. The first session also included a group debrief of the Intercultural Development Inventory (IDI). Throughout the sessions, students learned about white culture and its impact on their spiritual formation and faith practice. They also practiced four spiritual disciplines together including lamenting the complicity of the white evangelical church regarding racism in the United States, confessing systemic racism, practicing compassion by being merciful toward those who culturally differ from oneself, and practicing humility by learning about cultures. Data from this study showed that, while all of the disciplines were positively impactful for the students, confession and lament emerged as the most significantly impactful practices. This is consistent with much of the literature that addresses the faith formation component of Christians responding to racial issues today. In general, this study speaks to the relevance and importance of encouraging students to engage spiritual disciplines as a means of formation not only for their personal relationship with God, but also for transforming relationship dynamics with others in order to reflect the Kingdom ethic of equity and justice.

Track #3: Voices of Our Friends

- Title: Cultural Humility: An Incarnational Approach to Diversity in Christian Higher Education
 - Speaker: Kenneth Stoltzfus
 - Session 50

- Room: SGH C
- Description: The promotion of cultural competence has been a focus of diversity programming for more than 30 years. However, over the course of the past decade, cultural humility has increasingly been promoted as an alternative to cultural competence-based approaches to understanding and engaging with diverse populations. Proponents of cultural humility suggest that cultural competence-based approaches focus on the decontextualized acquisition of knowledge, which may lead to an unwarranted sense of expertise regarding a culture other than one's own, unintentional stereotyping, and unawareness of the structural issues that support and reinforce oppressive practices. To counter these concerns, adherents of the cultural humility paradigm emphasize the importance of displaying vulnerability, empathy, and a willingness to learn from, rather than about, individuals from diverse backgrounds.

Although the cultural humility model is not explicitly anchored in Christian faith, there is much about the model to commend it to Christians. The practice of cultural humility is consistent with the biblical call for Christians to practice humility by emulating Christ, “who humbled himself by becoming obedient to the point of death” (Philippians 2:8). Further, the vulnerability and empathy inherent in Christ's incarnation provide an explicitly Christian frame of reference for engaging in relationships characterized by cultural humility.

This presentation will provide an overview of the cultural humility model, discuss its utility for individuals who work in staff and faculty roles in Christian higher education, and include practical information regarding the implementation of the model.

- Title: The Ally Approach: Tackling Diversity Initiatives' Challenges through Mission-Aligned Partnership
 - Speaker: Tavaris Taylor
 - Session 58
 - Room: SGH C
 - Description: In this session, Tavaris Taylor, Assistant Vice President for Intercultural Engagement and Learning at Mount Vernon Nazarene University, will present tools for diversity leaders to develop university-wide partnerships that help advance the office objectives, helping them to further align with the university missions. This session will raise the levels of the benefit of collaboration during challenging times by involving mission-aligned partners and finding common ground with potential partners who may be skeptical of diversity initiatives. The centerpiece of this session will be the rollout process of MVNU's voluntary diversity training. This session will discuss the challenges faced, including the work to gain trust in these processes and training through partnerships with departments university-wide, explicitly pointing to those who had the credibility to help promote this diversity training, in which 90% of MVNU's campus faculty, staff, and students participated.

- Title: Can You Hold the Door Please? - Intentional and Transformative Pathways for Professional Development and Advancement of Higher Education Professionals of Color
 - Speaker: Daniel Parham
 - Co-presenter: Michael Moffitt
 - Session 60
 - Room: SGH A
 - Description: Many of us find it profoundly courteous when the door is held open for us. An open door provides access to a space one might envision blocked—many professionals of color advance through intentional connections made available by senior leaders at their institutions, who, if not given access, may not know which professional opportunities are available. Creating intentional relationships and meetings with senior leadership through authentic touchpoints can create more significant career pathways. In an institutional environment still striving for the development and representation of diverse senior leaders, this session will promote ideas that enable the transformative opportunities created through intentional development and planning of shadowing opportunities for professional development, highlighting the CCCU Multi-Ethnic Leadership Development Institute (M-E LDI)'s impact. This session will also explore ways to build strategic touchpoints with senior leaders for professionals of color to effectively create a pathway toward becoming emerging leaders within their respective CCCU institutions, making conduits of empowerment and advancement.

- Title: The Christian College Presidency: A Calling
 - Speaker: Wayne D. Lewis Jr.
 - Session 73
 - Room: SGH A
 - Description: More than a job or the next rung on the administrative ladder, the Christian college presidency is a calling. As chief executive, the presidency occupies a unique and singular position within the institution. As well, the centrality of evangelization and discipleship to the Christian college's mission distinguishes the Christian college presidency from the presidency at secular institutions. In this session, President Lewis will share his own journey of discerning God's call to Christian college leadership and the presidency, as well as formative personal and professional experiences that prepared him for Christian college leadership. He will provide recommendations for the Christian higher education community for growing and recruiting a population of Christian college presidents that is more reflective of Kingdom diversity, along with recommendations for aspiring Christian college presidents.