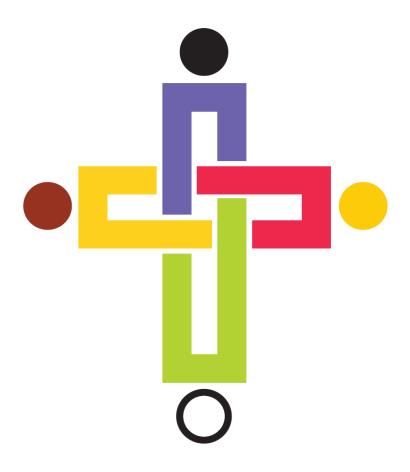
OFFICE OF INTERCULTURAL AFFAIRS



INEXTRICABLE LINK BETWEEN LOYOLA MARYMOUNT UNIVERSITY'S CATHOLIC/JESUIT/MARYMOUNT IDENTITY AND DIVERSITY

STRATEGIC PLAN 2008-2013

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INTRODUCTION

The Strategic Plan for the Office of Intercultural Affairs is aligned with the mission of Loyola Marymount University (LMU), the Academic Affairs Vision Statement, and University Learning Goals. Knowledge about the value of diversity in higher education was created by leading researchers including Gruin, 1999; Humphreys, 1998; Hurtado, 2003; Hurtado, 2005; Maruyama & Moreno, 200; and Smith, 1997. This research was used to inform the Plan. The national study, The Role of the Chief Diversity Officer: A Primer for College and University Presidents (American Council on Education in 2008), is another important resource used to inform the Plan. The Plan includes the vision, mission and approach taken by the Office of Intercultural Affairs. It also addresses the educational benefits of diversity and inclusion in higher education and includes related strategic goals, supporting rationales, and initiatives.

EDUCATIONAL BENEFITS OF DIVERSITY AND INCLUSION IN HIGHER EDUCATION

According to the American Association of Colleges and Universities, "college education should produce an empowered, informed, and responsible student capable of negotiating the inevitable differences in a diverse society" (2003, p. xi). During the 1950s, 60s, and 70s, the diversity rationale focused on social justice, and the target of efforts were federally protected minority groups, women and individuals with disabilities. Beginning in the 1990s, changing demographics, workforce requirements, persistent inequalities, and legal and political dynamics shifted the rationale from social justice to the educational benefits of diversity and inclusion in higher education and identified all students as the targets of efforts (American Council on Education, 2008).

Rationale Educational Value

Targets of Effort All Students

Noted higher education researchers assert that educational processes that integrate diversity into the curriculum, and co-curriculum, and interactions with peers and faculty from different backgrounds are associated with the increased student learning and citizenship outcomes below (Gruin, 1999; Humphreys, 1998; Hurtado, 2003; Hurtado, 2005; Maruyama & Moreno, 200; Smith, 1997).

INCREASED STUDENT LEARNING OUTCOMES ASSOCIATED WITH DIVERSITY AND INCLUSION

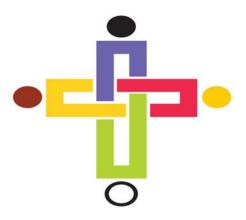
- Academic Growth
- **■** Cognitive Development
- Complex thinking Skills
- **■** Critical Thinking Skills
- Intellectual Self-Confidence
- Motivation to Achieve
- Institutional Satisfaction & Involvement

INCREASED STUDENT CITIZENSHIP OUTCOMES ASSOCIATED WITH DIVERSITY AND INCLUSION

- Ability and motivation to understand the perspectives of other people
- Social and cultural awareness
- Interaction with people different from self five years after college
- Leadership skills
- Motivation to be involved in the community
- Perception that difference is important to democracy
- Wiliness to engage in complex, diversity-related conversations with others

OFFICE OF INTERCULTURAL AFFAIRS





The Office of Intercultural Affairs works in tandem with the Office of Mission and Ministry to ground its principles and practices in the Catholic identity of Loyola Marymount University (LMU) and the traditions of its sponsoring religious orders. As a unit integrated across LMU, the Office of Intercultural Affairs' collaboration with faculty, staff and students increases student learning and citizenship outcomes that facilitate the development of men and women for others.

MISSION

LMU understands and declares its purpose to be: the encouragement of learning, the education of the whole person, the service of faith and the promotion of justice. The mission of Office of Intercultural Affairs aligns with LMU's mission by serving as a focal point for the promotion of inclusive excellence throughout the campus community.

APPROACH

The office facilitates collaboration across LMU to promote development of an inclusive environment that embraces, accepts and respects differences and holds each member of the campus community accountable. We encourage LMU students, faculty and staff to develop and/or support intercultural initiatives that help the university achieve its mission. This is accomplished through university-wide leadership, the creation of an inclusive work and learning environment, design and implementation of an inclusive curriculum and pedagogy, educational equity and accountability, advocacy and support, and research and scholarship. Through these initiatives we leverage institutional transformation to build an inclusive and supportive community that values diversity of our global society.

STRATEGIC GOALS

STRATEGIC GOALS	RATIONAL
Promote, coordinate, monitor and enhance interculturalism and diversity in all areas of the university. Provide university-wide leadership that creates systems of accountability. Aligned with LMU Goals 1. Promote academic excellence 2. Provide a liberal education 3. Foster a student-centered university	Inclusive excellence re-envisions both quality and diversity. It reflects a striving for excellence in higher education that has been made more inclusive by decades of work to infuse diversity into recruiting, admissions and hiring; into the curriculum; and into administrative structures and practices (Williams, Berger, and McClendon, 2005; AACU, 2005). The entire LMU community shares responsibility for creating and maintaining an inclusive environment in which all students, faculty and staff thrive.
2. INCLUSIVE WORK AND LEARNING ENVIRONMENT Provide avenues for individual and organizational change that will enhance the academic, residential and employment environments by advocating for the well-being and success of all individuals in the LMU community Aligned with LMU Goals 1. Promote academic excellence 2. Create a sense of community on campus 3. Live an institutional commitment to Catholicism and the Judeo- Christian tradition	Inclusive college environments in which diversity is integrated into the curriculum and co-curriculum, along with interaction with peers who hold different perspectives, increase the following student learning outcomes: (1) academic growth, (2) critical thinking skills, (3) cognitive development, (4) complex thinking skills, (5) satisfaction with the institution and (6) intellectual self-confidence. Inclusive college environments increase the student citizenship outcomes: (1) ability and motivation to understand the perspectives of other people, (2) social and cultural awareness, (3) view difference as an important element for democracy, and (4) a willingness to engage in complex, diversity-related conversations with others (Gurin, 1999; Gurin, Dey and Hurtado, 2002; Humphreys, 1998; Hurtado, 2003; Hurtado, 2005; Hurtado, Engberg, and Ponjuan, 2003; Maruyama & Moreno, 2000; Smith 1997).

STRATEGIC GOALS

	DAMIONAL
STRATEGIC GOALS	RATIONAL
Act as advocates for the design and implementation of a curriculum that is inclusive of multiple perspectives and styles of pedagogy that prepares students to be successful in a changing world and increasingly competitive market place. Aligned with LMU Goals 1. Provide a liberal education 2. Foster a student-centered university	Colleges and universities have an academic responsibility and a moral obligation to provide students with an inclusive education that will enable them to deal with the contingencies of living in a diverse world. Research shows that when students are taught from an inclusive curriculum they are eager to learn; they are more engaged in the teaching/learning process. They want more inclusive course content throughout the education process. Faculty involved in integrating diversity into their courses report that their teaching is revitalized; their student evaluations improved, and their overall job satisfaction increased (Scott 1994).
4. EDUCATIONAL EQUITY AND ACCOUNTABILITY Collaborate with faculty, staff and students to achieve educational equity while sustaining a university-wide system of accountability for LMU's intercultural and diversity initiatives. Aligned with LMU Goals 1. Live an institutional commitment to Catholicism and the Judeo- Christian Tradition 2. Promote academic excellence 3. Provide a liberal education 4. Foster a student-centered university	Equity is the point at which a particular ethnic group's representation across all academic indicators, such as majors, programs, honors, graduation and degrees awarded, is fairly equal to the group's representation in the student body. Assessment reveals the effectiveness of LMU's intercultural and diversity initiatives and conveys the results of the research to the campus community. Campus-wide awareness increases support for inclusive excellence and encourages the campus community to play a strategic role in helping LMU achieve its mission. Accountability in higher education means that "colleges and universities are responsible for conducting their affairs so that the outcomes are worth the cost. It implies that institutional effort would be directed toward appropriate goals and that the outcomes should be consistent with these goals and should be achieved at minimum cost. It also implies that an institution should report evidence on the degree to which it is achieving its mission" (Bowen, as cited in Jacobi, Astin and Ayala, 1987, P. 1).

STRATEGIC GOALS

STRATEGIC GOALS	RATIONAL
Act as advocates for the elimination of institutional barriers that can impede the advancement of some members of our campus community and support institutional practices that promote equitable progress. Aligned with LMU Goals 1. Live an institutional commitment to Catholicism and the Judeo- Christian Tradition	All of us have some level of unconscious bias, which is an implicit automatic mental process that systematically distorts the way we interpret people and events. Research reveals that unconscious bias may have a detrimental impact on fundamental aspects of higher education such as the selection of faculty, staff and students, as well as on mentoring and classroom climate (Bnez, Clayton, and Costa, 1998; Chesler and Chesler, 2002; Southern Poverty Law Center, 2007; Trix and Psenka, 2003; and Vilian, 1998). In order to support the social justice component of LMU's mission, it is important to take a proactive stance to assure that all members of our campus community, including historically underrepresented groups, are not marginalized but rather are actively involved and represented in the mainstream culture of the university.
Identify current trends and issues related to educational equity and analyze institutional data to determine whether these issues impact the LMU campus community. Use the literature and internal data to produce journal articles, conference papers, book chapters, books, monographs and internal reports to extend the higher education body of knowledge. Aligned with LMU Goals 1. Promote academic excellence 2. Provide a liberal education	Research in higher education provides empirical evidence that identifies trends, problems and issues that colleges and universities face. Administrators and faculty use the evidence to find solutions, develop new policies, procedures, budgets and initiatives to create educational experiences that prepare students to live and work in today's diverse world.

1. INCLUSIVE EXCELLENCE

Promote, coordinate, monitor and enhance interculturalism and diversity in all areas of the university. Provide university-wide leadership that creates systems of accountability.

1.1 Intercultural Advisory Committee

The mission of the Intercultural Advisory Committee (IAC) is to encourage sharing and learning across cultures with the aim of promoting understanding, equity, harmony and justice. Reporting to the president, IAC plays a central role in implementing the university's mission, values and goals as they relate to interculturalism and diversity. The president charged the committee with facilitating the implementation of strategic initiatives to enhance diversity and interculturalism in the broadest sense, and to facilitate collaboration among efforts across the university community. Committee members include individuals within the campus community who have responsibility for implementing strategic initiatives across institutional divisions and elected student representatives. Faculty and staff are appointed to three-year terms and student representatives serve a one-year term. Standing members of IAC include:

- Ernie Rose, senior vice president and chief academic officer
- Elena Bove, senior vice president for student affairs
- Kristine Brancolini, dean of university libraries
- Robert V. Caro, S.J., vice president for mission and ministry
- Rebecca Chandler, vice president for human resources
- Kathleen Flanagan, vice president for communications and government relations
- Anne Prisco, vice president for enrollment management
- Abbie Robinson-Armstrong, vice president for intercultural affairs
- Marshall Sauceda, associate vice president for ethnic and intercultural services
- Alfred Tipton, Jr., director of facilities management
- Jennifer Abe-Kim, co-chair, intercultural faculty committee
- Ronald Keith Barrett, professor
- David Killoran, department chair and professor
- Magaly Lavadenz, professor and program director
- Emmy Akiyama, graduate student representative
- Cynthia Salim, undergraduate student representative
- Sean Tierney, president, Associated Students of LMU
- Derenda King, intercultural associate

1.2 University Intercultural Council

Established by the president, the University Intercultural Council (UIC) represents the diverse constituents of the LMU community. Its main purpose is to help make the intercultural concept a reality for everyone at LMU. In order to recognize faculty, staff and students who help enrich the diversity within LMU contribute in both large and small ways to create an environment where all can contribute to their fullest; and foster a spirit of interculturalism at LMU, the UIC sponsors the president's Inclusive Excellence Awards of up to \$10,000 to individuals, organizations and institutional units for innovative and unique projects designed to:

- create a climate that supports the success of all community members
- design and deliver education on inclusive excellence
- build an academically robust and diverse student body
- retain a diverse faculty and staff
- facilitate open dialogue
- implement programs that provoke people to think in new ways.

1.3 Intercultural Student Advisory Committee

The Intercultural Student Advisory Committee (ISAC) is comprised of members from student organizations and represents students' voices. Its goals and objectives include: (1) to advise the vice president of intercultural affairs on issues related to student growth and development, diversity and interculturalism, (2) to identify and support strategies, activities, programs and other opportunities that encourage leadership and involvement of the student body in support of LMU's mission to foster respect for the dignity of the individual, and a thirst for justice in all endeavors, (3) to disseminate information on intercultural affairs within student organizations, (4) to educate members of the university community about intercultural affairs, (5) to identify and recognize faculty, staff, students and institutional units that support LMU's intercultural goals by transforming the curriculum, implementing diverse teaching strategies and implementing successful programs, projects and other activities that contribute to the university's intercultural efforts, and (6) co-host, with the president and the University Intercultural Council, an annual President's Intercultural Affairs Recognition Luncheon. Students serve a one year term.

2. INCLUSIVE WORK AND LEARNING ENVIRONMENT

Provide avenues for individual and organizational change that will enhance the academic, residential and employment environments by advocating for the well-being and success of all individuals in the LMU community.

2.1 Campus Climate and Intergroup Relations Project

The Climate Survey provides a confidential way for people to speak up about their experiences at LMU and share their ideas on how to improve the learning and working environment. The purpose of the project was to obtain the views of the community on their experiences and perceptions of the general campus atmosphere, with an emphasis on diversity, and their expectations and satisfaction as part of the LMU community. Campus climate is defined as "the formal and informal environment, both institutional and community based, in which individuals learn, teach, work, and live in a postsecondary setting" (California Postsecondary Education Commission, 1997, P. 26).

2.2 Recruiting Faculty for Mission

This is a three-part program, jointly administered by the vice president for intercultural affairs and the vice president for mission and ministry. Part One, "Recruiting and Hiring Faculty for Mission," introduces faculty search committees to the following topics: history of LMU, reflections on LMU's Catholic identity, the Catholic intellectual tradition, ethnic diversity and religious identity in U.S. Catholic universities, benefits of faculty diversity and the definition of hiring faculty for mission. The term "hiring faculty for mission" is defined inclusively as hiring candidates who are supportive of and will contribute to LMU's distinctive mission as a Catholic university, who will enhance ethnic diversity and who will contribute to gender equity.

Part Two, "Moving Away from Traditional Recruitment Strategies," focuses on best practices and proactive strategies for recruiting faculty for mission, relevant institutional policies and legal and ethical principles.

Part Three, "Evaluation of the Search Committee," is a survey designed to collect data that describe the nature of faculty searches. The survey serves as the accountability piece for the search process. The data are analyzed at the end of the academic year and findings are reported to the president and other executive-level administrators, the Intercultural Advisory Committee, vice president for mission and ministry, deans and faculty.

2.3 Recruiting Staff for Mission

This is a two-part professional development program, jointly administered by the vice president for intercultural affairs, vice president for mission and ministry, and vice president for human resources. Part One, "Recruiting and Hiring Staff for Mission," introduces the following topics: history of LMU, reflections on LMU's Catholic identity, the Catholic intellectual tradition, ethnic diversity and religious identity in U.S. Catholic universities, benefits of staff diversity and the definition of hiring staff for mission. The term "hiring staff for mission" is defined inclusively as hiring candidates who are supportive of and will contribute to LMU's distinctive mission as a Catholic university, who will enhance ethnic diversity and who will contribute to gender equity.

Part Two, "Evaluation of the Search Committee," is a survey designed to collect data that describe the nature of staff searches. The survey serves as the accountability piece for the search process. The data are analyzed at the end of the academic year and findings are reported to the president and other executive-level administrators, the Intercultural Advisory Committee, vice president for mission and ministry, deans and faculty.

2.4 Faculty Retention Toolkit

Faculty retention is critical to the health and welfare of LMU. The Faculty Retention Toolkit contains strategies that impact the retention of pre-tenure and post-tenure faculty. While the strategies in the toolkit can have a positive impact on the retention of all faculty, they are particularly useful in retaining women and faculty of color.

2.5 Faculty Exit Survey

The goal of the Exit Survey is to "create a sense of closure for the interviewee, to request and obtain valid feedback about the organization, and to facilitate the transition for both employee and organization" (McDowell, 2000, p.4). The LMU Faculty Exit Survey is a means of determining the reasons why a departing faculty has decided to leave the University. The Exit Survey helps LMU faculty and administrators: (1) gather and collect data in a structured manner, (2) aggregate the results for the institution as a whole, (3) analyze the findings to identify consistent trends, patterns, and themes, and (4) use the results to determine and implement strategies to increase retention and reduce turnover (Dorst, Obrien and March, 1987).

2.6 Executive Level Workshop on Institutional Mission and Identity, Interculturalism and Diversity The executive level workshop introduces Vice Presidents, Deans, and Directors who are new to LMU to Institutional Mission and Identity, Interculturalism and Diversity.

2.7 Ethnic Minority and Gay/Straight Faculty/Staff Network

The Ethnic Minority and Gay/Straight Faculty/Staff Network is housed in the Office of the Vice President for Intercultural Affairs. Network executives include two representatives from the African-American, Latino/a, and Asian-Pacific Islander faculty/staff associations, and the Gay/Straight Faculty-Staff Network. The network addresses issues of interculturalism as it pertains specifically to faculty and staff at critical points such as recruitment and retention, as well as other aspects relevant to their professional lives. For example, one of the associations or the Gay/Straight Network may introduce new faculty and staff to members of their affinity group. University-wide acknowledgement of the network enables participating faculty and staff to claim "credit" for their service contributions in ways that may be more easily recognized by departments and other campus units.

2.8 Strategic Community-Building Relationships

Intercultural Affairs staff maintain strategic relationships with the following offices and groups (1) Asian/Pacific Islander Student Services, (2) ASLMU, (3) Black Student Services, (4) Chicano Student Services, (5) Center for Global Education, (6) Committee on the Status of Women, (7) Disability Services, (8) Greek Council (9) Intercultural Faculty Committee, (10) International Student Services, (11) Jewish Students, (12) Learning Resource Center, (13) Muslim Students, (14) First-Year Faculty, (15) First-Year Staff, (16) Student Media Group.

2.9 Diversity Resources

Diversity resources comprises institutional initiatives, programs and activities located on the Intercultural Web site and in a brochure disseminated to students, faculty, staff and the external community. The resources enhance intercultural and diversity efforts, improve the campus climate, build collaborative relationships within the campus community and recruit and retain a diverse population of student, faculty and staff.

2.10 Symposiums, Workshops and Briefings

The Office of Intercultural Affairs sponsors symposiums, workshops and briefings on diversity and interculturalism as well as co-sponsors events and programs with other campus units and organizations such as the Committee on the Status of Women, Center for Teaching Excellence, Division of Student Affairs, student organizations and academic departments.

2. 11 Data Speaks

This four-page semi-annual newsletter is designed to support LMU's intercultural goals by broadcasting statistics to the campus community that demonstrate success as well as educational gaps.

3. INCLUSIVE CURRICULUM

Provide a curriculum that is inclusive of multiple perspectives and styles of pedagogy that prepares students to be successful in a changing world and increasingly competitive market place.

3.1 Upper Division Course Transformation Project

Course transformation "is the process of integrating new research trends on gender, ethnicity, class, and other dimensions of human identity. The fundamental goal for transforming a course is to enhance the quality of education for students by integrating broad diverse content and inclusive pedagogy into major courses in the curriculum" (Rosenfelt, D. S., Curriculum Transformation Project, University of Maryland at College Park, 1998, p. 5). Faculty transform courses to:

- expose students to biases, stereotypes, inaccuracies and marginalization in traditional curricular content and pedagogy
- increase students' knowledge of the social dynamics of identity formation and change
- introduce students to structures of power and privilege in American society
- help students understand patterns of communication and interaction within and among different cultural groups
- discuss theories of personal, institutional and societal change
- increase sensitivity to and awareness of different cultures and celebrate and appreciate their perspectives, heritages and contributions
- promote scholarship and highlight opportunities for new area of research and artistry.

This curriculum transformation project solicits proposals from full-time tenure-track faculty who are interested in integrating substantive new scholarship on issues of diversity and inclusive pedagogy into upper division courses. The project is supported by a grant from the James Irvine Foundation. Individual faculty as well as disciplinary teams may submit a proposal to transform courses that fulfill requirements for departmental majors. Individuals are awarded a \$4,000 grant to transform an individual course, and/or faculty teams are awarded \$12,000 to transform a set of related courses in their discipline.

3.2 Pedagogy Workshops: A Program on Inclusive Teaching

The goals for Pedagogy Workshops are threefold: (1) provide professional development linked to the mission of the university and interculturalism, (2) provide pedagogical support for tenure-track faculty in their second year of teaching at LMU, and (3) prepare faculty to teach in LMU's diverse classrooms. The goals are addressed through a series of four, two-hour workshops throughout the academic year. In addition, participants receive ongoing support from senior faculty facilitators who serve as liaisons between the junior faculty, deans and department chairs. Facilitators also provide mentoring and consultation services to participants on a voluntary basis.

4. EDUCATIONAL EQUITY AND ACCOUNTABILITY

Collaborate with faculty, staff and students to achieve educational equity while sustaining a university-wide system of accountability for LMU's intercultural and diversity initiatives.

4.1 Equity Scorecard

LMU launched the Equity Scorecard (ES) in September 2002. "The Equity Scorecard is an assessment tool designed to foster institutional change in higher education by helping to close the achievement gap for historically underrepresented students" (Bensimon, 2004, p. 44). The scorecard promotes the development of a university-wide consultative process tailored to the broad-based needs of the institution as well as to specific institutional units and strategic programs. This user-friendly assessment tool focuses attention on four dimensions necessary for institutional planning and decision making: (1) access, (2) retention, (3) educational excellence and (4) institutional viability.

4.2 Faculty Profile

The Faculty Profile supports LMU's goal to increase ethnic and gender diversity within the academy. The profile contains data that describes full-time faculty and students by college or school and ethnicity and gender.

4.3 Academic Community of Excellence

The Academic Community of Excellence (ACE) is designed to prepare underrepresented students for graduate and professional programs. It consists of five interwoven components: (1) faculty and staff mentoring, (2) workshops on academic strategies, (3) psychological support services, (4) undergraduate research opportunities and (5) scholarly forms and publications. These components work together to increase the graduation rates and cumulative grade point averages of underrepresented students.

5. ADVOCACY AND SUPPORT

Act as advocates for the elimination of institutional barriers that can impede the advancement of some members of our campus community and support institutional practices that promote equitable progress.

5.1 Ombuds Persons

The Ombuds Network serves a as bridge between the vice president for intercultural affairs and the equal employment opportunity (EEO) specialist in human resources. These administrators share responsibilities and coordinate communication to strengthen the campus community. The network facilitates the complaint process, providing multiple entry points into the reporting of bias incidents. It consists of six individuals: two staff, two faculty and two students. Members of the network receive bias complaints and advocate on behalf of complainants during the resolution process. The EEO specialist provides training on procedures, community resources, diversity issues and conflict mediation for network members.

6. RESEARCH AND SCHOLARSHIP

Identify current trends and issues related to educational equity and analyze institutional data to determine whether these issues impact the LMU campus community. Use the literature and internal data to produce journal articles, conference papers, book chapters, books, monographs and internal reports to extend the body of knowledge in higher education.

6.1 The Diversity Writing Team

The Diversity Writing Team is comprised of faculty, staff and administrators. In addition to publishing articles in <u>The International Journal of Diversity in Organization, Communities, and Nations</u> and <u>Diversity Digest</u>, the team has presented papers at conferences sponsored by the following associations:

- American Association of Colleges and Universities (AAC&U)
- American Association for Affirmative Action (AAAA)
- Canadian Federation for the Humanities and Social Sciences
- International Conference on Diversity in Organizations, Communities and Nations
- National Association of Diversity Officers in Higher Education (NADOHE)
- National Conference on Race and Ethnicity in American Higher Education (NCORE)
- Western Association of Colleges and Schools Academic Resource Conference

SUMMARY

Because there is an inextricable link between Loyola Marymount University's Catholic/Jesuit/Marymount identity and diversity, the University is committed to recruiting and retaining students, faculty and staff from diverse backgrounds and to providing an inclusive curriculum and co-curriculum and a welcoming and supportive educational climate in which all can thrive.

The Strategic Plan for the Office of Intercultural Affairs is aligned with LMU's Catholic/Jesuit/Marymount traditions, the Mission, the Academic Affairs Vision Statement, university learning goals, and strategic plan.

Our strategic goals address inclusive excellence, inclusive curriculum and work environment, educational equity and accountability, advocacy and support, and research and scholarship. Inclusive excellence reflects a striving for higher education that infuses diversity into all areas of the university—admissions and hiring, curriculum, and academic and residential learning environments. Educational equity and accountability assesses educational excellence in ethnicity and gender, reveals the effectiveness of intercultural and diversity initiatives, and holds the entire university-wide system accountable for the outcomes. As advocates, we proactively support and promote equitable progress for all members of the campus community, including historically underrepresented groups and women. Research and scholarship is intended to provide empirical evidence that identifies trends, problems and issues related to educational equity and to analyze institutional data to determine whether these issues impact the LMU campus community. Through collaboration with faculty and staff realization of these goals will produce an inclusive campus community and world, thereby contributing to the University's progress toward achieving the goals in its Strategic Plan and realizing its mission to education men and women for others.

DEFINITIONS USED IN THE STRATEGIC PLAN

DIVERSITY VS. INTERCULTURALISM

DIVERSITY

Human diversity is variety in group presence and interactions. It includes, but is not limited to, age, ethnicity, religious and spiritual values, socio-economic status, physical and cognitive abilities, sexual orientation, gender, and national origin.

INTERCULTURALISM

Sharing and learning across cultures with the aim of promoting understanding, equity, harmony, and justice in a diverse society.

ACADEMIC EXCELLENCE VS. INCLUSIVE EXCELLENCE

ACADEMIC EXCELLENCE

Original Statement

The sine qua non of a great university is academic excellence, as measured by the quality of the research, scholarship, and graduates it produces along with their collective impact on the larger society (Ohio State University, 2000).

Current Statement

In today's world, academic excellence requires elements and experiences beyond those traditionally associated with universities. An excellent education today requires an understanding of diversity and how diversity can enrich our learning and our lives (Ohio State University, 2000).

INCLUSIVE EXCELLENCE

Inclusive Excellence re-envisions both quality and diversity. It reflects a striving for excellence in higher education that has been made more inclusive by decades of work to infuse diversity into recruiting, admissions, and hiring; into the curriculum and co-curriculum; and into administrative structures and practices (American Association of Colleges and Universities, 1998; American Council on Education, 2000).