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Advancing Diversity in Higher Education

DIVERSITY DIGEST

INSIDE DIVERSITY DIGEST

Intercultural Learning for Inclusive Excellence

By Edgar Beckham, senior fellow, AAC&U

A recent headline in *Education Life* heralds "The Changing Face of Diversity." It describes dramatic demographic changes at the University of California–Berkeley and reports the concerns of some Asian students about their numerical dominance. While an astute reader can readily interpolate a connection between demographic diversity and educational benefit, the text itself is of little help. It is as though the *face* of diversity, which reveals its numbers, were its only significant feature.

The tendency to reduce the value of diversity to demographic quantifications is most likely an unintended consequence of the civil rights movement, which emphasized racial and ethnic disparities as the most obvious and persuasive manifestation of social injustice. But the tendency may also result from a binary habit of mind that compels us to favor simple choices over combinations, *either/or* over *both/and*. Some of the most committed advocates of social justice fear that locating the value of diversity in another arena may diminish the power of their moral argument.

On the contrary, an exclusive focus on an abstraction like social justice without some grounding in a reality that entertains concrete social outcomes may be counterproductive. Just imagine being informed by your surgeon soon after you are rolled out of the surgical suite that she had successfully pursued social justice. A member of a minority group cognizant of disparities in health care might take some comfort in the pronouncement, but would likely want additional information beyond that single fact.

The New Jersey Campus Diversity Initiative (NJCDI) has provided a refreshing example of the added power that can result from aligning moral arguments with strategic interventions that promise practical value. The example is particularly pertinent to education for two reasons. First, since education has long been associated with both moral principle and practical outcomes, it offers a fertile environment for nurturing the alignment. Second, there is growing evidence that while demographic diversity offers a compelling marker for the pursuit of social justice, its contribution to education is greatly enhanced by educational strategies that exploit its catalytic potential and put it to focused use.

NJCDI was launched in 2002 with funding from the Allen and Joan Bildner Family Foundation, which provided three years of funding for eight institutions in New Jersey. The Bildners had for many years sought to fund a project to reduce bigotry and improve intergroup relations. They had used the services of the Philanthropic Initiative, an organization that helps donors refine their philanthropic goals and develop a strategy for more effective giving. In 2002 the Bildners invited the Association of Amerian Colleges and Universities (AAC&U) to occupy the third side

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Demanding, Attracting, and Developing Diversity Leadership

By Martha J. LaBare, dean of academic affairs, Bloomfield College

INCLUSIVE EXCELLENCE COMPELS REFLECTIVE PRACTICE AND COMPREHENSIVE CHANGE, BOTH OF WHICH REQUIRE LEADERSHIP THROUGHOUT AN INSTITUTION. AT BLOOMFIELD COLLEGE, WE HAVE FOUND THAT DIVERSITY NOT ONLY REQUIRES LEADERSHIP—IT ALSO ATTRACTS LEADERSHIP AT ALL LEVELS. MOREOVER, IT HAS BEEN A CATALYST FOR DEVELOPING LEADERSHIP ACROSS THE INSTITUTION—FOR THE FACULTY, ADMINISTRATION, STAFF, AND STUDENTS. DIVERSITY BRINGS TOGETHER CAMPUS AND GRASSROOTS LEADERSHIP AND FOSTERS PROFESSIONAL DEVELOPMENT AND COMPREHENSIVE INSTITUTIONAL GROWTH.

Mission-Driven Focus

At Bloomfield, diversity is both a fact and an ideal. The majority of Bloomfield's undergraduates are so-called "minorities," and the college's students come from more than fifty countries. Its liberal arts tradition and the students' diversity have led Bloomfield College to develop inclusive curricula and pedagogies, increase faculty and staff diversity, and highlight diversity in our mission statement, which maintains that diversity "provides an ideal context for personal growth and a basis for a better society."

Bloomfield practices its diversity leadership in multiple dimensions: the college fosters multicultural and global learning through curricula, cocurricula, and pedagogies; it promotes diversity in the college community and the quality of the campus as a multicultural workplace; and it builds connections to the town of Bloomfield and the students' home communities. This pervasive, mission-focused leadership has been developed over almost thirty years through faculty and staff expertise and dedication, two successive presidencies, and two three-year college-wide projects on diversity and institutional transformation, the Excellence Initiative (1989–1992) and the Bildner Campus Diversity Initiative (2002–5).

Leadership for Diversity

It was the leadership of a new president that first etched the mission with such clarity. In 1987, John F. Noonan became the college's fifteenth president, drawn to the richness of the cultures on campus and the engagement and commitment of the faculty. Noonan saw Bloomfield's diversity as a resource and a source of pride, and recognized that Bloomfield was "*practicing* diversity." He brought together the diversity work of all constituencies, bolstered morale by acknowledging its value, and revised the mission statement to emphasize "preparing students to attain academic, personal and professional excellence for a multiracial and multicultural society." In 2000, the mission was broadened to incorporate the "global society."

Thus Bloomfield's diversity and its mission became magnets. In 1987, our faculty was 3 percent minority. But for the past decade, it has been about 25 percent, and now it is 27 percent. Administrators and staff are now 47 percent minority. The mission reinvigorated long-term faculty and staff, while simultaneously attracting new talent to the college—including, in 2003, a new president.

Like his predecessor, President Richard A. Levao has a longtime commitment to diversity as an educational resource. As chair of the Rutgers board of trustees and board

of governors, he worked with programs and scholarships for minorities and first-generation college students. He also has taught law in various contexts to students from diverse backgrounds.

Such sustained presidential leadership has been critical to diversity work at every level of the institution. Just as critical is the kind of institutional culture that top leadership helps shape. Bloomfield practices diversity in part by developing diverse leadership at all levels and rewarding teaching-centered faculty and professionals in academic and student affairs. For almost three decades, Bloomfield has practiced as a "learning institution," drawing on our ability as a small college to respond to change flexibly and to plan coherently. In the last fifteen years, two projects in particular have led to institutional transformation.

Bloomfield College Commencement

Excellence Initiative Project

Our three-year Excellence Initiative project is a model of comprehensive change that invested in professional development and supported a network of mission-centered programs. Faculty and staff reexamined their disciplines in light of scholarship on race, ethnicity, class, and gender, and revised courses and programs accordingly. Bringing student affairs and academic administrators into faculty development was at that time an innovation for us; it is now the norm.

We began at home, with American diversity issues and Bloomfield issues, especially race. We realized that *inclusive pedagogy* belonged in every discipline and *inclusive content* belonged not only in literature, history, and Africana studies, but also in business, science, and nursing. The inclusive model was intellectually honest and transformational. Across the college, we designed and connected cocurricula and services, including a mentoring program and a visiting minority scholars program. We also turned to the arts as catalysts for crossing cultural barriers.

Faculty and staff embedded diversity in our seven defined student competencies, including multiracial/multicultural awareness. We describe that as "an awareness of the variety of races, cultures, and values in society, with an eye toward understanding and respect, and developing a global historical perspective," and as "knowledge of and respect for diverse religious and spiritual traditions and philosophies." We have launched other major diversity projects such as the Kellman Course in the Humanities, offered on-site in Newark for adults who would not otherwise have attempted a college-level liberal arts course, and a Title III project to increase access and equity through state-of-the-art academic support.

The Bildner Intercultural Initiative

Since 2002, new levels for our strategic and day-to-day practice of diversity have been supported by the Bildner New Jersey Campus Diversity Initiative (NJCDI). NJCDI let us develop and strengthen diversity leadership on campus, and importantly, it connected us with resources in our partner organizations, the Association of American Colleges and Universities and the Philanthropic Initiative. Bloomfield had never before been in *sustained* dialogue with other New Jersey institutions, comparing experiences and best practices. Nor had we been so supported by strategic professional development for leaders directed specifically at a comprehensive, college-wide program. Challenged at Bildner summer institutes and annual meetings, teams of faculty and staff were also pushed by project consultants to see our leadership in the broadest context, and to maximize its impact.

In its NJCDI work, Bloomfield has relied on two key mechanisms to advance diversity: instituting seminars for professional and program development that invested in faculty, staff, and program development, and establishing a Center for Cultures and Communication. Through both, we worked toward our goals to

- broaden and deepen diversity knowledge and skills—particularly in connections between local and global cultures and issues, cross-cultural communications, and student-centered critical teaching;
- strengthen our infused curriculum with revised and new courses and programs, and new connections across required general education courses;
- improve campus climate by becoming a community of learners, strengthening connections between curricula, cocurricula, and services and developing the Center for Cultures and Communication;
- become a resource to the community beyond the campus.

This work has not only infused diversity across the college; it has also developed leadership across the college. By connecting macro and micro diversity work on campus, Bloomfield has fostered multifaceted leadership that diversity compels and inspires. ■

Why Allen and Joan Bildner and the Bildner Family Foundation Funded a Statewide Diversity Initiative

A conversation between Allen I. Bildner, president of the Bildner Family Foundation, and Caryn McTighe Musil, project director of the New Jersey Campus Diversity Initiative and senior vice president for diversity, equity, and global initiatives, AAC&U

Musil: Why should anyone care about promoting intergroup understanding? As long as we don't bother one another, why do we need to understand or engage across differences?

Bildner: Whether here in New Jersey or elsewhere in our nation or the world, we are dependent on people different from ourselves in both our personal and business lives. How is it possible for us to interact without understanding our personal differences?

We are, for instance, already on our way to 2050 in demographic population change that will result in one of every two Americans being people of color—Latinos, Asian American/Pacific Islanders, African Americans, and Native Americans. If we cannot live and work together and follow and lead people different from ourselves, we are in for a world and life of conflict.

Musil: You are a successful businessman with a lifelong investment in the well-being of New Jersey. How did those facts influence you?

Bildner: New Jersey's speed of demographic change has been very great, and this has been true of supermarket costumers and the workforce. As a businessman and the chairman and CEO of Kings Super Markets, I am very sensitive to the diversity among my company's customers, associates, and employees. The company sought to build a culture that valued and respected differences. We developed orientations, training, policies, and accountability that rewarded and reinforced our commitment to diversity. By doing that, we achieved greater teamwork, two-way communication, and productivity, and an enormous competitive advantage. Kings's well-known culture attracted a waiting list of recruits, especially young people who wanted to join the company.

Allen and Joan Bildner

Musil: You have talked publicly about your personal experiences and indicated eliminating bigotry was no abstract matter. Can you talk more about that?

Bildner: When my mom and dad moved our family from Long Island to a New Jersey suburban community in 1936, I entered fifth grade. Before that time, I had never experienced anti-Semitism. Within the first week of school, two of my classmates beat me up on the way home from school, yelling, "Go home Jew boy. Go home rabbi." I went home crying and didn't understand it.

Right through elementary and junior high school, I was a top student, class officer, vice president of the senior class, president of the student body, and all-state athlete. However, my achievements and the respect I had earned did not mean that I would be invited to enter ballroom-dancing school or that parents would allow me to date their daughters when they found out I was Jewish.

It took me years to realize that being Jewish was not my problem, but that of the bigots that I encountered. It taught me that you don't have to be Jewish, African American, Latino, Asian American, or any other minority to fully understand how dehumanizing and demeaning prejudice and bigotry are—but it sure helps.

Later in life, when Joan and I were married, we would be in a business or social setting and sometimes hear people making anti-Semitic jokes or comments because Bildner is not a typical Jewish name. Joan always interjected quickly, "You may not be aware that we are Jewish." Perhaps our response was enlightening.

Things are better today for Jews and minorities, but bigotry and prejudice are alive and well. When we have recounted our own personal experience with anti-Semitism to others, especially white, non-Jews who have known us, they are shocked. Talking about these experiences opens eyes and minds to the personal realities of prejudice and bigotry.

Musil: You and your wife Joan thought long and hard about how to structure this initiative to have the greatest impact. Can

you talk about the evolution of your decision to organize it as you did?

Bildner: Peter Karoff, founder of the Philanthropic Initiative (TPI) in Boston, began to serve Joan and me as our philanthropic consultant many years ago. When we first met Peter, he argued that charity was giving money, and philanthropy was about effecting change.

In 1991, Joan and I created an endowment at my alma mater, Dartmouth College, for human and intergroup relations and prejudice reduction designed to bring about comprehensive change with respect to diversity. That reinforced for us the obligation and enormous opportunities of colleges and universities to influence the next generations. We then turned to higher education in New Jersey as a locus of attention.

We retained Peter Karoff and his TPI associate, Joanne Duhl, to research and study higher education elsewhere in our country. The most important information we learned from them was about the Association of American Colleges and Universities (AAC&U), which has years of leadership in diversity working with hundreds of its member institutions.

Joan and I had decided to make a set number of three-year grants totaling no more than $75,000 per year to a few colleges and universities in our state. We invited every college and university in New Jersey to submit a proposal. Of the forty-seven institutions invited, twenty-seven submitted proposals. We soon realized we could not undertake this statewide venture alone. We needed AAC&U as our consultants and partners and Joanne Duhl and TPI as managers. We also invited a blue ribbon committee of advisers to review proposals and select the eight finalists.

From the very beginning, we entered into a firm agreement with each of the colleges and universities, laying out our expectations and the conditions under which the funding would proceed during each year of the grants.

During the second year we decided that the presidents and top academic and student affairs leaders were too removed on some campuses from what was actually going on in the work of their teams in what we had named the New Jersey Campus Diversity Initiative. So we invited the presidents to meet in the fall, and six months later, we brought them back again but also invited vice presidents for students and academic affairs officers to a separate meeting that same day. Galvanizing top leaders proved critical.

Musil: What advice would you give to a college that says it wants to promote intergroup understanding and reduce prejudice and bigotry?

Bildner: A college or university should not undertake such an effort unless the president is willing to drive the engine with support from the board and from other top administrators and academic leaders. My experience has taught me that diversity is the only responsibility a CEO cannot delegate fully and for which he or she must continue to bear responsibility. The president should surround him or herself with a small group of administrators, faculty, and student affairs leaders to research diversity practices at other institutions. If I were the president, I would immediately turn to AAC&U for assistance and consultation.

Musil: I know that *Diversity Digest* readers wish that every state had an Allen and Joan Bildner—or dozens of them. How might readers identify people like you and Joan in their state?

Bildner: They should look to foundations with a mission that includes diversity and prejudice reduction and for leaders in business or other areas with a history of fighting prejudice and bigotry and a demonstrated interest in higher education. It is also possible that a college or university capital campaign that identifies diversity as a priority might discover an alumnus or alumni with the capacity to fund it. ■

Institutions in the New Jersey Campus Diversity Initiative

- Bergen Community College
- Bloomfield College
- County College of Morris
- Princeton University
- The Richard Stockton College of New Jersey
- Rowan University
- Rutgers, the State University of New Jersey
- The University of Medicine and Dentistry of New Jersey

See **www.aacu.org/bildner** for more information about the initiative and about the work of participating campuses.

DiversityWeb.org: A Resource Hub for Higher Education

DiversityWeb is the most comprehensive compendium of campus practices and resources about diversity in higher education. The site is designed to serve campus practitioners seeking to place diversity at the center of the academy's educational and societal mission. Users can easily navigate to and from the different sections of the site, which include curriculum change, faculty and staff development, institutional strategies, student development, assessment, and research. *Diversity Digest* is available in electronic format at **www.diversityweb.org/Digest.**

Intercultural Learning for Inclusive Excellence

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of the triangular formation that would guide the initiative. AAC&U brought years of experience developing and assessing diversity projects and promoting their congruence with the aims of democracy and liberal education.

As thoughtful as the preparations were, it was the work of the campuses that gave voice and visibility to the aspirations of the initiative. Much of that work is described in rich detail in the articles that follow. There are many lessons worthy of attention—about design, implementation, and assessment and about the roles of students, faculty, institutional leaders, and communities. Two lessons have been selected for some elaboration here because of their centrality to the initiative's work.

The first, labeled "intercultural learning," calls attention to the imperative that diversity education benefit *all* students. At NJCDI institutions, students have learned about diversity together—they have learned about themselves and others, not only *from* each other, but in an educational context that they share in common *with* each other.

The second, "making excellence inclusive," emphasizes an educational outcome that also embraces all students. As AAC&U turns its attention increasingly to this new formulation and examines the research that supports its goals, it is becoming increasingly evident that diversity, intercultural learning, and inclusive excellence depend on each other for meaning, moral value, and social significance. ■

Learning to Listen as We Lead

By Matthew Reed, division dean of liberal arts, County College of Morris

THE COUNTY COLLEGE OF MORRIS (CCM) USED ITS BILDNER FAMILY FOUNDATION GRANT TO SPUR A CAMPUS-WIDE CONVERSATION ABOUT WAYS TO TAKE DIVERSITY MORE SERIOUSLY IN EVERY ASPECT OF THE COLLEGE'S OPERATIONS. WHILE THE PRIMARY FOCUS WAS ALWAYS CURRICULAR CHANGE, THE PROJECT QUICKLY GREW BEYOND THAT. THE PRODUCTIVE SURPRISE OF THE INITIAL CAMPUS CONVERSATIONS WAS THAT IT TAUGHT US NEW WAYS OF LISTENING ACROSS SILOS.

Under the leadership of former Vice President for Academic Affairs Cliff Wood, CCM's project rewarded initiative across the college. The most ambitious goal was curricular innovation. Wood therefore established diversity task forces in each of the three academic divisions (liberal arts; business, math, engineering, and technology; and health and natural sciences) to assess the current state of diversity in courses and to suggest a plan of action. He also used the faculty professional days at the start of each semester to bring speakers on diversity-related topics, such as religion and race, to campus.

As the grant continued, the task forces reported an unanticipated state of affairs: diversity awareness among faculty was relatively strong, but resentment was building over a sense that diversity was being "shoved down their throats." Taking these findings to heart, the administration shifted the strategy to cultivating bottom-up initiatives, and used Bildner funding for faculty stipends to undertake (and report on) diversity-related projects in their own classes. This approach, which bore fruit in the final year of the grant, resulted in some wonderfully creative moments in the classroom. Just as importantly, it decentralized the discussion of diversity, allowing faculty in various disciplines to figure out what it meant for them. The faculty projects have been collected, compiled, copied, and distributed to the entire CCM faculty.

On the student side, the division of student development, under the leadership of Bette Simmons, hosted three annual student diversity conferences, which are described in another article in this *Digest* issue. The conferences, in which faculty participated as facilitators and audience, gave the faculty and the college community a window into student perceptions of diversity at CCM. Among other things, it became clear that some of the primary concerns among students didn't match those of the faculty: students were more concerned with cross-cultural commerce, for example, than the civil rights movement. We also found that many majority students perceive the absence of discussion as a sign of contentment, rather than as a problem. These insights were invaluable for faculty and administrators in bridging the generational divide.

We also convened a community diversity advisory group to gain some needed outside perspective. That group, which drew on local community organizations, helped provide momentum for bringing the diversity conversation to bear on other elements of our operations, such as tuition payment plans. The board also facilitated outreach to local groups—for example, Bildner funds paid for a CCM professor to address minority teens at a local settlement house.

Despite changes in the leadership at top levels and rotating leadership at mid-level project work, there has been sustained support throughout. Nowhere is that clearer that in President Yaw's unflagging commitment to diversity. Paradoxically, committed leadership at the top made possible the

diffusion of initiative over time. By setting a direction and making resources available for people to move in that direction, CCM struck a nice balance between coherence and creativity.

What Can Other Colleges Take from Our Experience?

First, take seriously the issue of faculty (or other) resistance. If a project is perceived as entirely top-down, those at the bottom may simply drag their feet, rather than internalize the priority. When we shifted focus from large-group lectures to individual projects, the quality of the conversation vastly improved, and issues of coercion and resistance became moot.

Second, listen to the students. At our campus, one of the refrains at every student diversity conference was that extracurricular activities are great, but impractical; our students have jobs, and they have to leave for their jobs after classes. If we're going to reach them, it has to be in the classroom.

Third, there is a key difference between administrative leadership and administrative ownership. If the faculty and students don't own meaningful parts of the process, any gains will be ephemeral. Leaders need to show a commitment to the general direction of diversity efforts, but allow the college community to figure out exactly how to achieve the desired ends.

Finally, even though what goes on in the classroom is crucial, don't forget to take a look at your other operations. Some very frank discussions about tuition payment plans and public bus routes emerged in our community advisory board meetings. Classroom instruction only matters if the students can actually make it to class.

The Bildner New Jersey Campus Diversity Initiative offered an opportunity to infuse diversity into the curriculum, which we expected, but it also taught the college to look at itself in new ways. The cross-silo conversations engendered by the grant, and the new habits of listening, will benefit CCM and its students long after the specific grant-funded project ends. ■

Intercultural Learning Web Sites

The International Institute for Sustained Dialogue has a campus network dedicated to intergroup dialogue on college campuses. Sustained dialogue is a carefully defined but open-ended process that focuses on transforming relationships within a community strained along ethnic, racial, religious, or other lines.

www.sustaineddialogue.org/sdcn

The Intergroup Dialogue at the University of Texas at Austin, a class taken for course credit, is a specific example of a student-led intergroup dialogue to help facilitate cultural understanding.

uts.cc.utexas.edu/~igdialog

The Program on Intergroup Relations (IGR) is a social justice education program on the University of Michigan's Ann Arbor campus. As a joint venture of the College of Literature, Science, and Arts and the Division of Student Affairs, IGR works proactively to promote understanding of intergroup relations inside and outside of the classroom.

www.umich.edu/~igrc

The Intergroup Relations Center at Arizona State University in Tempe is focused on campus diversity issues. Its Web site has postings for diversity-related events in the community and information about Voices of Discovery, an intergroup relations program that brings together groups of fifteen to twenty students to discuss intercultural issues.

www.asu.edu/provost/intergroup/progserv/voices.html

The National Coalition Building Institute (NCBI) is a nonprofit leadership-training organization based in Washington, DC. Since 1984, NCBI has been working to eliminate prejudice and intergroup conflict in communities throughout the world.

www.ncbi.org

Syracuse University uses intergroup dialogue in courses that can be taken for credit. The university's intergroup dialogue Web site illustrates how to integrate diversity learning in the curriculum and includes syllabi.

cstl.syr.edu/intergroupdialogue

The Intergroup Dialogue, Education and Action Training and Resource Institute at the University of Washington has a wealth of resources designed to help start a dialogue group.

depts.washington.edu/sswweb/idea/main.html

The Intergroup Dialogue Program (IDP) at Occidental College focuses on how to integrate diversity learning in the classroom. As a curricular initiative, IDP seeks to enhance students' knowledge, understanding, and awareness of diversity and social justice while nurturing constructive intergroup relations and leadership skills.

departments.oxy.edu/dialogue

The Multicultural, Cross-cultural, and Intercultural Games and Activities Web site offers fun ways to explore cultural identity and diversity through games. This can be very useful in helping people in newly formed groups get to know each other.

www.wilderdom.com/games/MulticulturalExperientialActivities.html

Where Worlds Converge: Designs for Intercultural Learning

By Caryn McTighe Musil, senior vice president for diversity, equity, and global initiatives, AAC&U

PREPARING STUDENTS TO BE CONSTRUCTIVE FORCES IN AN INTERCULTURAL WORLD IS A FORMIDABLE TASK FOR HIGHER EDUCATION. CULTURAL DIFFERENCES ARE ROOTED IN HISTORY, WEIGHTED DIFFERENTIALLY, AND ARE EVER MORE COMPLEXLY INTERWOVEN WITHIN LOCAL AND GLOBAL CONTEXTS. BUT MANY COLLEGES AND UNIVERSITIES RECOGNIZE THAT LEARNING ABOUT AND FROM DIVERSITY IS A NECESSARY DIMENSION OF A TWENTY-FIRST-CENTURY LIBERAL EDUCATION.

Faculty in the New Jersey Campus Diversity Initiative (NJCDI), funded by the Bildner Family Foundation, charted new intellectual directions in scholarship and introduced innovative pedagogies into classrooms. Partnerships between academic affairs, student affairs, and communities were cultivated. Most importantly, students began to see their world and its people anew, cross unfamiliar social and intellectual boundary lines, and negotiate differences, even in the face of conflict.

Evidence shows that such approaches lead to a greater sense of social responsibility and political engagement. They all bode well for the health of a diverse democracy like ours and for the kinds of global citizens the world so desperately needs.

Emerging Conceptual Themes

NJCDI institutions invested heavily in faculty and curriculum development, but did so with a twist. Most institutions constructed strategic links with student affairs and tied the work of the campus to the resources of the community.

Institutions threaded important concepts like the dynamics of encounter and human displacement. The former emphasizes intersections, interconnectedness, interdependency, power, and positionality, while the latter focuses on migration, diaspora, and colonialism and postcolonialism.

These ideas surfaced in courses as traditional as introduction to music, freshman writing, or an upper-level abnormal psychology course. They led to newly formulated courses like New Jersey: A Sense of Place and People; Race, Nation, and Borders in American Literature; Cultural Diversity and Health Care; and Multimedia Technology for Intercultural Interaction. Examination of intergroup dynamics led to the creation of courses like Something to Declare: Tales of Immigration and Becoming American: Oral History of Asian Americans in New Jersey.

Some courses offered a fresh perspective on interchanges between cultures. African, Native American, and African-American Culture and resistance in the shaping of America, for example, highlights the intercultural, political, and economic processes and how people and cultures interact. A series of modules, Asian Oceans: Teaching Intercultural History, similarly illuminates global configurations that emphasize the histories of interaction and the ways cultures are produced and reproduced. Such lessons are especially relevant in the face of student groups that are sometimes marked by well-guarded ethnic, religious, gendered, and racial boundaries.

Curricular Strategies

The NJCDI institutions used multiple curricular strategies to improve student learning. One cluster of institutions embedded new intercultural courses within first-year seminars or freshman courses. Other campuses sought to redesign departmental offerings through the introductory courses that majors and nonmajors take and upper-division courses designed principally for majors.

The modes of delivering these courses also varied. One institution paired faculty from two different departments in team-taught first-year seminars. Another organized first-year courses around diversity issues and drew faculty from multiple departments who taught a shared set of readings. For others, interdisciplinary frameworks were an intellectual necessity in order to raise historical, economic, literary, scientific, or political questions demanded of intercultural analysis.

A significant number of courses also integrated the community as a component in the course. First-year students at one campus had to satisfy a service-learning requirement or work for eight hours as a cultural apprentice to someone with a different cultural perspective. At another, a writing course linked college students with high school students from a nearby inner-city school.

Innovative Pedagogies

Some proven pedagogies—student-centered, problem-based, active, hands-on learning involving multiple learners—were commonplace in many of the intercultural learning courses developed for the NJCDI. To investigate cultural perspectives, courses drew on students' personal identities as resources. This, in turn, led to using written ethno-autobiographies, personal artifacts that revealed aspects of students' cultural legacies, or kinship charts mapping familial intercultural patterns.

Some professors trained students in ethnographic methodology and oral history, which allowed students to interview local residents and deepen their intercultural interactions. As students brought the stories they had gathered into their classroom, it became a vibrant space of intercultural engagement and exploration.

Several institutions developed courses that sought to create more permanent community and student archive collections.

Two institutions developed intercultural centers involving faculty and students in new partnerships with the larger community, thus enlarging the sphere for everyone's range of intercultural learning.

Linking Classrooms and Campus Life

NJCDI schools also redrew the boundary lines between student and academic affairs. Some of the faculty development seminars and workshops deliberately included people beyond faculty ranks, and on the majority of campuses there were concerted efforts to coordinate curricular and cocurricular educational planning.

For example, an introductory music course that had been reformulated to focus on how people across the globe define, create, value, and use music was linked with a cocurricular concert in which an Israeli cellist performed music written by a Palestinian composer. The performer and composer together discussed how Jewish and Arabic cultures became intertwined during the eleventh century.

Another campus focused curricular and cocurricular activities on Freedom Summer, with thematic first-year courses on student activism, interdisciplinary upper-division courses, orientation and convocation, as well as films, art exhibits, and voter registration drives. Such joint programming efforts enhanced student learning in the courses themselves and increased the number of students attending events outside of class. Everyone benefited.

The intercultural learning turned out to be no mere abstraction on these New Jersey campuses. It ultimately involved crossing all kinds of cultural divides—between disciplines, student and academic affairs, campus and community, and modes of scholarship. Forging such new understandings and practices in the rich but sometimes contentious intercultural legacies that characterize students, institutions, communities, and the larger world might actually be understood as democracy's best asset. ■

Curricular Transformation through Collaborative Teaching

By Tim Haresign, associate professor of biology, the Richard Stockton College of New Jersey

FOR THE LAST THREE YEARS, PROFESSOR SONIA GONSALVES AND I HAVE BEEN CODIRECTORS OF THE BILDNER DIVERSITY INITIATIVE AT THE RICHARD STOCKTON COLLEGE. THE PROJECT'S MAIN OBJECTIVE IS TO CREATE A MORE INCLUSIVE ENVIRONMENT AND FOSTER A DEEPER UNDERSTANDING OF ISSUES RELATING TO DIVERSITY AT STOCKTON. OUR PRINCIPAL STRATEGY FOR CHANGE WAS CURRICULAR TRANSFORMATION WITH A FOCUS ON INCOMING FRESHMEN. WE FELT THAT IF WE GOT TO STUDENTS EARLY, WE COULD HAVE A SIGNIFICANT EFFECT ON THEIR PERCEPTIONS OF "THE OTHER."

If successful, this change in perception would have effects that went well beyond any individual course: it could change the way the students understood and approached issues in other courses, affect how the students selected courses, and alter how students interacted across differences. The effects would also go beyond the individual student. The cognitive and affective gains made by these freshmen could have a large impact throughout their college careers as they interacted with others in classes, dorms, clubs, and organizations.

We began with a strategy of infusing diversity in regular freshman seminar classes but made a mid-course change and used diversity as an organizing principle for our new multi-section freshman course, Diversity Issues. The course was collaboratively taught, with up to seven different instructors teaching during the semester. All of the faculty agreed to use one common reading amidst the various individualized syllabi and to discuss gender and sexuality, race and ethnicity, and religion in that order. The faculty also agreed to include an experiential requirement in which students were to seek out people from different racial or ethnic backgrounds.

Faculty were given a rich array of resources (books, articles, Web sites, videos, model assignments, grading rubrics, etc.) on both diversity and student-centered pedagogy, all supplemented by summer workshops. Faculty also learned how to incorporate service learning into the curriculum, and the Office of Service Learning provided service-learning placements for faculty who wanted to use them. Faculty could choose to use these resources as they saw fit. The only other requirements were that all instructors would teach the course during the same time module (same days of the week and same times of day), use the assessment instruments we provided, and share course materials with each other. The process of planning and teaching this course with a group of diverse faculty members created a de facto learning community focused on the pedagogy of teaching diversity, which served as a mutual support network as we moved through the semester.

The common time module allowed us to bring all the classes together for outside speakers. It also allowed for subsets of instructors to experiment with different types of inter-classroom interaction, such as bringing two classes together for a debate, assigning inter-class group work, or even swapping instructors for a day to offer students a different instructional perspective. We also worked closely with student affairs to put together a calendar of

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Institutional Models That Cultivate Comprehensive Change

By Michael Knox, doctoral student in higher education and organizational change, University of California–Los Angeles, and Daniel Hiroyuki Teraguchi, associate director and research associate, AAC&U

AT THE INSTIGATION OF ALLEN AND JOAN BILDNER OF THE BILDNER FAMILY FOUNDATION, THE ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES (AAC&U) CONDUCTED A STUDY IN 2004 OF DIVERSITY INITIATIVES IN THE STATE OF NEW JERSEY. THE BILDNERS WANTED TO INVESTIGATE HOW CAMPUSES WERE INSTITUTIONALIZING THEIR DIVERSITY WORK, NOT SIMPLY AMONG THE BILDNER GRANTEES, BUT IN ALL OF NEW JERSEY'S COLLEGES AND UNIVERSITIES. BECAUSE NEW JERSEY IS ONE OF THE MOST RACIALLY AND ETHNICALLY DIVERSE STATES IN THE COUNTRY AND IS FIFTH IN THE NATION IN FOREIGN-BORN RESIDENTS, IT PROVIDES A RICH CONTEXT FOR UNDERSTANDING THE WAYS IN WHICH COLLEGES AND UNIVERSITIES ARE SERVING THEIR STATE'S DIVERSE POPULATIONS AND TAPPING INTO THAT DIVERSITY AS AN EDUCATIONAL RESOURCE. DRAWING ON DATA FROM A STATEWIDE SURVEY, WEB RESEARCH, AND INTERVIEWS, WE CREATED FOUR DEVELOPMENTAL MODELS THAT MAP DIVERSITY INITIATIVES AT VARIOUS STAGES OF THEIR EVOLUTION, IDENTIFY STRENGTHS AND WEAKNESSES OF EACH STAGE, AND RECOMMEND POSSIBLE STRATEGIES FOR IMPROVEMENT.

These models suggest that striking a balance between macro and micro diversity efforts on campuses will increase the potential for institutionalization. The study used three measures to determine the extent of that balance: centrality, pervasiveness, and integration. Assessing "centrality" involves looking at macro diversity efforts on campus, especially the commitments of institutional leaders and the creation of supportive infrastructures. Our study also examined the "pervasiveness" of micro diversity initiatives, or the extent to which projects, programs, and curricular and cocurricular movements attend to diversity. Our efforts to assess "integration" focused on the extent to which macro and micro efforts worked together to achieve a common vision for institutionalizing diversity. The models depicted in figure 1 suggest progress toward creating comprehensive institutional change and help identify areas that might need improvement.

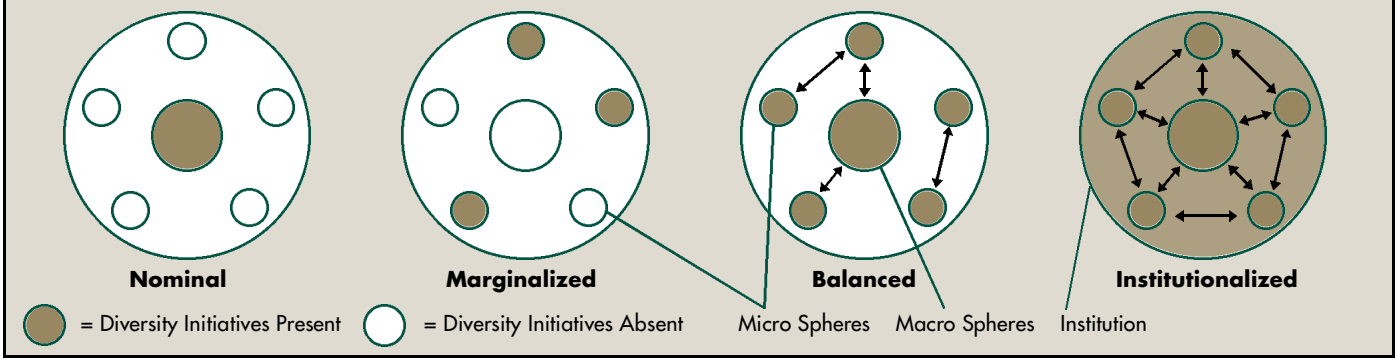
By coding campus diversity work as micro and macro efforts and using models to represent the relative presence of campus work on diversity issues, this study suggests a possible correlation between comprehensive diversity initiative designs and outcomes of educational quality, institutional sustainability, and academic excellence. Our study suggests that the extent to which educational quality, institutional sustainability, and academic excellence can be achieved depends in part upon the effectiveness and presence of diversity initiatives across the institution.

Campus Diversity Initiative Outcomes

The educational quality of a diversity initiative refers to the extent to which diversity is central to the educational experience of students throughout an institution. While the educational quality of an individual activity, such as a course, is largely determined by content, the three measures in this study (centrality, pervasiveness, and integration) serve as predictors of the educational quality of a diversity initiative as a whole. In other words, high levels of centrality, pervasiveness, and integration are likely to correlate with a high level of educational effectiveness for the combined diversity efforts across an institution.

Institutional sustainability refers to the permanence of a diversity initiative on

Figure 1. Developmental diversity initiative models



campus. Often diversity efforts fade away after a particular grant runs out or the "champion" leaves an institution. If a diversity initiative has high levels of both centrality and pervasiveness, the initiative as a whole, as well as individual efforts, are more likely to be sustained because they are supported across the institution. Sustainability is further enhanced by integrating diversity work among micro spheres and between micro and macro spheres across the institution.

In addition, a highly integrated initiative ensures that everyone shares responsibility for its success, lessening the burden on any particular individual and making it more likely that individual efforts can survive shifts in both staffing and funding. The resulting high level of sustainability allows for constant evolution and growth for diversity initiatives, since those engaged in diversity efforts are not constantly recreating and rebuilding their work.

Academic excellence refers to high levels of student learning. As campuses attend to centrality, pervasiveness, and integration, student learning is enhanced through the creation of highly integrated and holistic learning experiences that continually develop over time. When diversity is a core institutional value, campuses are able to create comprehensive learning environments that bridge the gap between seemingly disparate courses, the curriculum and cocurriculum, and academic and applied experiences. In bridging these gaps and integrating experiences throughout the institution, student outcomes will be enhanced. Overall, academic excellence is achieved by the centrality and pervasiveness of diversity efforts, and further enhanced by the integration of the many macro and micro efforts that comprise diversity initiatives.

Institutionalized Model

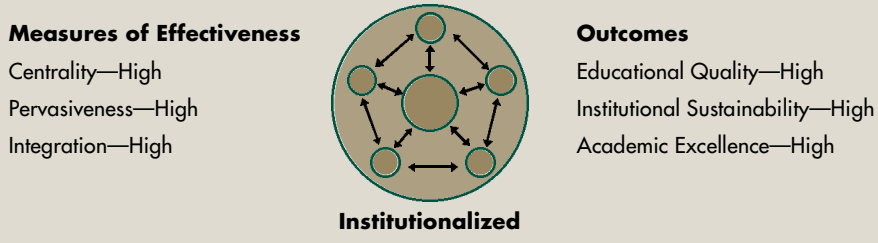
In figure 2, the institutionalized model describes a diversity initiative deeply and broadly embedded in a campus culture with evaluation as a core component to foster constant improvement. It depicts the outcomes of a campus diversity initiative when it has high levels of centrality, pervasiveness, and integration. We posit that the placement of diversity as an institutional core value in all institutional affairs and the integration between centrality (macro efforts) and pervasiveness (micro efforts) enhance educational quality, institutional sustainability, and academic excellence. The end result is diversity as a core value of the institution, which in turn creates a holistic learning environment that prepares students to be empowered, informed, and responsible citizens of our local and global communities.

Final Thoughts

AAC&U hopes that the models that have emerged from this study will help institutions appraise their own institutional structure and culture in order to deploy diversity initiatives to maximize student learning. By gathering data throughout the institution, a given college or university can create a comprehensive profile of the current state of its diversity initiatives and determine where it falls among, or perhaps between, AAC&U's four models. The institution can then identify areas of strength and areas in need of improvement.

For further details on the survey, the analysis, and the developmental models, visit www.diversityweb.org/diversity_innovations/institutional_leadership/institutional_statements_plans. ■

Figure 2. Institutionalized model



Curricular Transformation through Collaborative Teaching

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diversity-related extracurricular events. All faculty made this information available to the students, and some also incorporated attendance at these events into the course, either as requirements or for extra credit. Our Office of Student Services creates cocurricular transcripts for any students who request them (see intraweb.stockton.edu/ultra). These transcripts allow professors to track attendance at extracurricular events.

There were a large variety of pedagogies employed across the sections, but the unifying ones were discussion and reflection. Classroom work focused on discussion, both in small groups and with the whole class. Almost all of the experiential learning the students were involved in was reinforced and evaluated through the use of reflective writing. In these assignments students were expected to critically evaluate the information they were getting and to reflect on their perceptions and feelings about the experience.

Our assessment showed that the course was successful in increasing awareness of issues related to diversity and difference, but the students had trouble connecting this understanding to specific cases, either in their personal life or in the world at large. For this reason, in the spring of 2006, we will be piloting a second-semester freshman course entitled Transcending Differences. This collaboratively taught course will be specifically designed for students who have already taken Diversity Issues. In Transcending Differences, we will go deeper into issues raised in the first course through the use of deliberative dialogue techniques and case studies. ■

Intercultural Learning in First-Year Seminars

By Maria Tahamont, professor of biological sciences and coordinator of Rowan seminars, Rowan University

CURRICULUM TRANSFORMATION IS NOT EASY. IT REQUIRES A WELL-ARTICULATED PLAN WITH A SPECIFIC SET OF GOALS. IN ADDITION, AS SANDRA KANTER HAS WRITTEN, TRANSFORMATION MUST BE AN ONGOING PROCESS, "NOT A ONE TIME EVENT BUT . . . A CONTINUING EFFORT IN WHICH EACH ITERATION DEEPENS OR IMPROVES UPON SOME ASPECT OF THE CURRICULUM" (2000, 6). THIS TYPE OF TRANSFORMATION IS WHAT ROWAN UNIVERSITY HAS BEEN TRYING TO ACHIEVE THROUGH THE BILDNER NEW JERSEY CAMPUS DIVERSITY INITIATIVE.

First-Year Seminars

Rowan University's project supported the development of team-taught interdisciplinary courses to address issues of diversity and democracy in our first-year Rowan seminars. The courses seek to open minds to the complexities of human interactions and the interrelationships among different disciplines. At the same time, these courses integrate the realities of personal identities and experiences as a component of learning.

Designed to enrich offerings available to first-year students, the courses are challenging and rigorous, and can ultimately be life-changing. An early exposure to U.S. democracy and diversity gives students a strong foundation for understanding multiplicities of people and cultures in American society today. By engaging freshmen with challenging content and opportunities for discovery and dialogue, we aim to open their minds to new ideas that will influence the rest of their academic careers. After they graduate, we hope these students will be more informed, involved, and engaged citizens who are aware of multicultural, global, and democratic issues facing contemporary society.

The Rowan seminar (RS) program was the logical place to house the new interdisciplinary courses. Taken by first-year students only, Rowan seminars have small class sizes (usually fifteen to twenty students) and are taught by full-time faculty trained to help first-year students in the transition to university life. RS courses have four common goals: to foster critical thinking and writing skills, library research skills, effective team skills, and time- and classroom-management skills. Most RS courses are offered as part of general education or are specific introductory courses for a major. During the last three years, faculty developed over twenty new courses for the Bildner project.

Faculty development works well when it is done as both an individual and a collective exercise; when faculty are given the time and resources to inquire, reflect, and experiment with pedagogy; and when they can do this work within a community that shares common concerns and goals.

Faculty Development Workshops

The faculty development workshops offered resources for designing these new interdisciplinary courses. Each workshop was a five-day intensive experience organized into two parts. Each morning participants discussed shared readings, and each afternoon paired faculty worked on their course proposals. Topically, we focused on diversity, higher education in a diverse democracy, migration, the intersection of identities, immigration and global identities, and "multiple belongings." We borrowed freely from Association of American Colleges and Universities (AAC&U) resources developed for their summer institute in 2000, Boundaries and Borderlands: The Search for Recognition and Community in America. We supplemented readings with material on team-teaching strategies and the goals of RS. In addition, we provided a stipend when each course proposal was completed.

One of the greatest benefits of this curricular effort has been its effect on faculty and staff. Over forty people, from disciplines as different as civil engineering and philosophy and from departments as diverse as budget and career planning, participated in our Bildner project. This cadre of Bildner fellows has developed an identity on campus, and participants have been invigorated by the experience. Faculty development works well when it is done as both an individual and a collective exercise; when faculty are given the time and resources to inquire, reflect, and experiment with pedagogy; and when they can do this work within a community that shares common concerns and goals. If all of these elements are combined, faculty development fosters lasting change in teaching and academic programs (Chism, Lees, and Evenbeck 2002).

The Benefits of the Project

Participation in the Bildner project has enhanced job satisfaction, professional renewal, and collegial relations. Interdisciplinary work is transformative in itself and its impact far reaching. How

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Designing Intercultural and Cross-cultural Spaces

By Isabel Nazario, associate vice president, academic and public partnerships in the arts and humanities, Rutgers, the State University of New Jersey, New Brunswick

AT RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY, THE EFFORT TO STRENGTHEN DIVERSITY HAS BEEN ONGOING. IT HAS BEEN A FLUID PROCESS, INFUSING A DIALOGIC MODEL FOR ENGAGING INTERCULTURAL UNDERSTANDING AND LINKING COCURRICULAR STUDENT ACTIVITIES WITH ACADEMIC LEARNING. OVER THE YEARS, AS KNOWLEDGE OF DIVERSITY SCHOLARSHIP BROADENED AND AWARENESS OF THE SOCIAL AND ACADEMIC BENEFITS OF HAVING A DIVERSE ENVIRONMENT INCREASED, RUTGERS BEGAN TO EXPERIMENT WITH STRATEGIES TO CREATE A MORE "INTEGRATIVE" APPROACH.

In 2000, a task force of the university-wide Committee to Advance Our Common Purposes reported that, while Rutgers had made progress in increasing students' knowledge of global cultures, more work was needed to deepen intercultural understanding and appreciation. Two years later, Rutgers organized a steering committee to implement a new multicampus project funded by a grant from the Bildner Family Foundation. This project's goal was to "infuse diversity and intercultural competency into the curriculum and make comprehensive connections among courses and cocurricular learning-based programs."

Rutgers–New Brunswick

Through the new initiative, Rutgers made great strides in providing students with skills and experiences critical to achieving understanding across differences and creating a context for cultural pluralism. By the end of the grant, a network of fifty-two faculty fellows from New Brunswick, Camden, and Newark had been awarded research grants. Together they participated in faculty development and assessment workshops and worked with student affairs staff to develop programs.

To attain buy-in for diversity across campuses, Rutgers formed broad-based steering committees consisting of vice presidents, deans of faculty, department chairs, faculty members, directors of cultural centers, and student life and professional staff. Individuals in these committees worked in teams to produce thematic programs that connected ideas encountered in the classroom with activities taking place on campus. This strategy enabled Rutgers to achieve a higher level of institutional support for diversity while enhancing the micro-level efforts already in place. The Bildner initiative created opportunities for students to seamlessly connect theory with practice, an approach that proved highly successful in engaging student leaders, counselors, alumni, and faculty in a collaborative process of learning.

In assessing the Bildner programs, we found that units in the university that historically had not worked together were now sharing ideas, arguing, and developing consensus. Interrelations across units and divisions in turn fostered critical opportunities to deepen intercultural knowledge. Rutgers produced programs with excellent content that had very high attendance primarily because staff at all levels were concretely involved and supportive. In the words of a student leader, "we created a buzz" for these new learning activities. It was understood that everyone, including staff and students, could be instructors in the process.

Through the activities and courses we jointly designed, students embraced new definitions of historical research rooted in lived experience. They likewise explored alternative means of "publishing," such as classes that focused on conducting and sharing oral histories that were adapted into multimedia performance. Profoundly changed by their participation, they began to actively and personally partake in their own education rather than remain passive recipients of knowledge. As they became empathetic advocates of the people behind the stories they gathered and told, the classroom was transformed into a space of intercultural and cross-cultural engagement. Through the newly established interrelationships between student and academic affairs, both faculty and staff provided new space for themselves to experience and learn from similar cultural encounters. ■

Enhancing Collaborative Leadership of Faculty and Staff

By Joe Marchetti, vice president for student affairs, the Richard Stockton College of New Jersey

THE CAMPUS COMMUNITY AT THE RICHARD STOCKTON COLLEGE OF NEW JERSEY ENJOYS STRONGER BONDS BECAUSE OF A VALUABLE COLLABORATIVE EFFORT—THE NEW JERSEY CAMPUS DIVERSITY INITIATIVE, MADE POSSIBLE BY THE BILDNER FAMILY FOUNDATION. FROM THE PROGRAM'S EARLY STAGES TO THE FINAL ASSESSMENT, FACULTY, STAFF, AND STUDENT LEADERS WERE INVOLVED IN ITS DEVELOPMENT AND DELIVERY. WHILE THERE ARE ALWAYS CHALLENGES INVOLVED IN PLANNING AND IMPLEMENTATION, THE PROGRAM—WHICH INVOLVED STUDENT-CENTERED LEARNING RELATED TO DIVERSITY AND INTERGROUP RELATIONSHIPS—MOVED FORWARD WITH EASE AND EFFECTIVENESS.

The following strategies might accelerate the implementation of similar initiatives on other campuses:

1. **Involve representatives of major constituencies in the early stages of planning, and involve senior administrators from both academic and student life areas.** At Stockton, the vice president for student affairs was involved with reviewing the original draft of the grant and participated in training and orientation sessions along with academic leaders and faculty. This "buy-in" from top leadership ensured ongoing commitment from the campus life offices.

2. **Provide workshops and seminars that inform key participants and the larger campus community of the program's successes.** A successful plan includes opportunities to build support among all constituencies involved with the program. At Stockton, we made deliberate efforts to make our constituencies feel part of our ongoing programs: faculty who teach freshman seminar courses, new freshmen joining the college/university, campus life staff who regularly conduct cocurricular programs for student government members, residential and community assistant staff, and club and organization leaders.

3. **Participate in academic and student life conferences and seminars that address the issue.** A significant learning opportunity emerges when faculty and staff come together as a team to conduct workshops and presentations that address successful and not-so-successful aspects of the initiative. In our instance, faculty and the vice president for student affairs made presentations at several national and regional assessment conferences.

A significant learning opportunity emerges when faculty and staff come together as a team to conduct workshops and presentations that address successful and not-so-successful aspects of the initiative.

4. **Develop a mechanism to measure the effectiveness of the sponsored programs, and link the programs to existing institutional structures and initiatives.** Institutionalizing specific programs and services is a critical issue. In our case, the Division of Student Affairs was developing intended student learning outcomes for its various programs and services. After spending more than a year discussing learning outcomes, a joint task force that included faculty and staff developed a rubric for further review and implementation. The use of Bildner-initiative faculty in this process will solidify efforts to develop learning outcomes for students, including engagement in cocurricular activities.

5. **Communicate your success both on and off campus, giving credit to those working at the "grassroots" level.** The success of most programs involves *recognition*. We have sought to highlight the work of those involved with the initiative through press releases, newsletter notices, and personal notes of appreciation.

These strategies will contribute to the success of initiatives to deepen the collective leadership of faculty and staff on campus. Of course, there are cautions that cannot be overlooked. Know your political environment. Know where and with whom you need to build consensus. Without support at the vice presidential or provost level, sustaining the outcomes will be difficult. Key faculty members with enough seniority and acumen to move various programs through the maze of administrative structures are critical to the success of the program. Finally, allowing students to "tell their story" as a result of their exposure to the program is the best advertisement for future initiatives and funding. ■

Faculty-Driven Curricular Change

By Jill Schennum, assistant professor of anthropology, County College of Morris

COUNTY COLLEGE OF MORRIS (CCM), A COMMUNITY COLLEGE IN MORRIS COUNTY, NEW JERSEY, HAS WORKED TO INTEGRATE A ROBUST DIVERSITY EDUCATION INTO EVERY DEGREE PROGRAM WE OFFER. TO DO THIS, CCM HAS BUILT ON THE COLLEGE'S EARLIER DIVERSITY EFFORTS, WHICH INCLUDED A REQUIRED DIVERSITY-CERTIFIED COURSE FOR THE LIBERAL ARTS DEGREE. ALTHOUGH THIS REQUIREMENT WAS A GOOD ONE, IT DID NOT SUFFICIENTLY INVOLVE ALL CCM STUDENTS IN AN EDUCATION THAT INCORPORATED DIVERSITY AND GLOBAL AWARENESS.

To achieve this goal, we hoped to build wide faculty support for infusing diversity and global-awareness issues into courses across the curriculum. Through our three-year Bildner Family Foundation grant, we sought to develop an approach to diversity education that met the needs of CCM's diverse degree programs. Accordingly, we created three volunteer-based faculty task forces, one in each academic division. The task forces were to assess the current level of diversity education at CCM in each division, put together a report to be reviewed by an outside consultant, and then generate an action plan of recommendations for initiating a more pervasive curricular transformation. The action plans were eventually submitted to the division deans and to the vice president for academic affairs so they could choose specific projects for implementation.

County College of Morris

During the first year of the Bildner project, task forces worked to define diversity education, construct goals for such an education, and develop initial assessment tools for determining how CCM was progressing. Assessment tools included a faculty survey, a student survey, a survey of community leaders, interviews of department chairpersons, and student focus groups. The assessment process took longer than expected, continuing well into the second year of the project. However, looking back, this lengthy process may well have been a necessary part of building commitment, dialogue, and consensus. The process generated a rich dialogue within committees about the definition and goals of diversity education. Communicating assessment results to wider faculty audiences also fomented a much wider conversation throughout the college about diversity education.

Over the three-year grant, faculty were exposed to a wide variety of speakers, seminars, conferences, and a series of intensive summer institutes. Such forums were crucial for exposing faculty to contemporary theoretical perspectives and pedagogical approaches to diversity teaching and learning. Our local, campus-based summer institutes, in which faculty worked toward infusing diversity issues into one or more courses, were well attended and produced concrete curricular transformation. The institutes, ongoing seminars, and conferences enriched faculty understanding and deepened the diversity expertise on campus. At the end of the three-year project, CCM had developed a diversity consultant team of experts who were able to deliver on-campus seminars, as well as provide faculty development to other campuses.

Why Our Program Worked

The success of this project was directly related to faculty development opportunities, communication efforts on campus, committee work, and faculty participation in cocurricular diversity events. This multifaceted approach to bringing diversity issues onto campus resulted in an ever-widening network of involved and

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Diversity as Shared Practice

By Martha LaBare, dean of academic affairs, Patrick Lamy, vice president for student affairs and dean of students, and Sandy Van Dyk, associate professor of history and Africana studies and coordinator of general education, all at Bloomfield College

SINCE THE LATE 1980S, BLOOMFIELD COLLEGE'S MISSION HAS EMPHASIZED THE LIBERAL ARTS TRADITION, THE RICHNESS OF OUR MULTIRACIAL, MULTICULTURAL STUDENT BODY, AND THE INTEGRAL CONNECTIONS OF DIVERSITY, DEMOCRACY AND LIBERAL EDUCATION. IN 2002, THE NEW JERSEY CAMPUS DIVERSITY INITIATIVE (NJCDI) OFFERED BLOOMFIELD A PERFECTLY TIMED OPPORTUNITY TO BROADEN AND DEEPEN OUR PRACTICE AND USE DIVERSITY AS AN EDUCATIONAL RESOURCE. BLOOMFIELD'S SEMINARS FOR PROFESSIONAL AND PROGRAM DEVELOPMENT, WHICH WERE SUPPORTED BY THE BILDNER FAMILY FOUNDATION AS PART OF NJCDI, ALLOWED THE COLLEGE TO BRING FACULTY AND STAFF TOGETHER AS LEARNERS AND TEACHERS. THE SEMINARS TOOK US BEYOND JUST COLLABORATING ON DIVERSITY PROGRAMS AND LED TO DIVERSITY-INFUSED PLANNING AND REFLECTIVE PRACTICE.

Faculty and Staff as Learners and Teachers

Bloomfield College used professional development to launch program development that was connected across the college. Faculty and staff were students together in a learning community, with shared assignments and projects. Our concept and vocabulary had evolved from "faculty development" programs to which staff were invited to "professional development" inclusive of faculty and staff.

Our NJCDI grant supported the seminars, individual research, and the development of a campus project. Each faculty member had one course reduction, and comparable support was given to staff. Our seminars were designed to teach about intercultural communication skills and expand knowledge of local and global cultures. We also sought to develop on-campus expertise "organically."

Our premise was "You can't give what you don't have," so in order to deepen our intellectual reserves, we studied new scholarship together for a semester, meeting for three hours each week. We rotated a new group of faculty and staff each semester for five semesters. Cumulatively, we involved more than half the faculty and many key administrators and staff. We started with our passions—in our disciplines, our teaching, our scholarship, our administrative work—and selected texts and consultants together. Topics included globalization, local and global connections, implicit culture and multicultural communication skills, student-centered pedagogies, diverse learning styles, and transformative education. We also used our own lives as texts, exploring our cultural heritages and confronting the challenges of prejudice; respect, honesty, and confidentiality were prerequisite.

We examined the cultures of our professions, acknowledging that academic disciplines have different worldviews, and that faculty and staff live on different calendars, weekly and annually. We explored how our race, gender, ethnicity, and other differences condition our status off and on campus, among ourselves and with our students. We foregrounded the diversity scholarship and existing expertise, rotating the chair of our seminar sessions and bringing in special presenters from our own ranks. We also created and revised courses and programs that drew on our individual areas of expertise and those of our colleagues and students. The work was driven by our mission and student-centered pedagogy.

Outcomes of the Seminars

Each participant committed to a specific goal—revision or creation of one course or program—but much more than this was accomplished. Our shared reflective practice let us blur boundaries of traditional academic roles and definitions. Connections across disciplines and programs, across academic and student affairs, and between the curriculum and cocurriculum increased exponentially as our work progressed.

New interdisciplinary programs resulting from our work include a Latino/Latin American/Caribbean studies minor, an international business concentration, an honors seminar on culture, community, and identity, and Freedom Summer activities (courses and college-wide programs in academic and student affairs commemorating the civil rights movement). The inclusive curriculum is strengthened by new courses like Cultural Encounters in Early America, New Jersey: A Sense of Place and People, and History and Problems of Globalization. New course content has been added as well: we have a new sociology reader on Latinos in the United States; new units on the South Asian diaspora in our Introduction to Hinduism and Introduction to Islam courses; and new segments on multicultural and global issues in our nursing courses. In addition, librarians have received training on cultural contexts and the diverse learning styles of a multicultural student body in the information age.

College-wide collaborations have also created Diversity All Year, which features two to four programs per week and is organized and presented by the diverse college community. Two recent programs included

Talking Women's Lives, which drew on personal narratives from the college, and Beyond Tolerance, which focused on religious tolerance. We have also increased services to international students, emphasized through career services how valuable diversity knowledge is in the workplace, and expanded outreach to the Latino student community.

College-wide collaboration was a distinguishing feature of the project, and it also became a lasting outcome. Within each seminar, across seminars in regular meetings, and through activities that grew beyond the seminars, we came to know each other and our resources better. Through new channels of communication, formal and informal, we strengthened our work. We have a transformed practice, and momentum.

Bloomfield College

Bloomfield's diversity initiative has helped us to use diversity as a means to fulfill our mission, to become a community of learners, and to be a learning institution. Its impact is integrated throughout the college and will last long beyond the term of the project. ■

Bloomfield College's Principles for Faculty/Staff Development

1. **Stay focused on mission.** Tie programs both to the mission and to the daily work that enhances teaching and learning (in and out of the classroom) and include goals, objectives, and measurable outcomes.
2. **Create a learning-centered model.** Develop programs that acknowledge people's full identity, advance knowledge in their disciplines, foster individual learning, and improve teaching and student learning. Look for and practice pedagogical strategies to use in class and activities. "Teach the questions" with one another.
3. **Create multiple points of entry** into the project, within and over semesters. This lets faculty and staff engage as interest develops and other obligations allow. The most eager start first and become the project's best recruiters, while skeptics can observe and decide to join the program later. All questions and views must be welcome at every stage.
4. **Start with "small wins"—** achievable objectives and finite and attainable outcomes. This gets everyone started and allows much more to be accomplished, in both the short and long term.
5. **Take advantage of the secondary outcomes.** The individual studies and innovations are primary objectives, but "secondary" benefits to this work are huge. Communication networks and a more cohesive community are hardly "secondary" impacts.
6. **Create a flexible design** that allows room for ideas as they arise.
7. **Honor and use internal expertise** in professional development opportunities. It eventually helps publicize the expertise across campus and beyond.
8. **Use standing faculty committees and regular staff and academic department meetings** to develop and disseminate the project. Tie innovations to ongoing work rather them presenting them as part of a special project. Dissemination on campus is as valuable as articles and conference presentations.
9. **Provide time** for dialogues with each other, for collaborative and individual study, and for reflection. What applies to students applies to faculty and staff: time on task matters.
10. **Pragmatic attractions are important:** stipends, released time, summer stipends, resource support, opportunities to reinforce valuable work, and, of course, exceptional food and camaraderie.
11. **Build professional development into regular evaluation and reward processes.** Value diversity scholarship in the disciplines and effective pedagogies for diverse students.
12. **Build a continuous qualitative and quantitative assessment feedback loop,** appropriate to the project from the beginning.

Dialogue Groups at Princeton University Library

By Janet Dickerson, vice president for campus life, Lila Fredenburg, human resources librarian, and Luisa R. Paster, staff development librarian, all at Princeton University

WITH MUCH OF THE DIVERSITY CONVERSATION AND RESEARCH IN ACADEMIA CENTERED ON THE EXPERIENCE OF STUDENTS AND FACULTY AND EFFORTS TO RECRUIT AND RETAIN THEM, IT IS EASY TO OVERLOOK THE LARGE BODY OF STAFF MEMBERS WHO EXPERIENCE THE INSTITUTION AS A WORKPLACE.

Princeton University is the largest private employer in Mercer County, with almost six thousand employees and a total student/faculty population of around 7,300. The library has a staff of approximately 125 professional librarians and administrative and technical staff, along with about 225 support staff. Due to the full range of scholarly and non-scholarly functions performed in a research library and the need for wide subject matter expertise and foreign language skills, most large university libraries attract a very diverse staff. In Princeton's case, diversity is enhanced by the campus's proximity to large metropolitan areas, its reputation for good benefits and job security, and the drawing power of its international atmosphere.

Starting the Dialogue

In an effort to make the staff more cohesive, in 2002 the library staff development office instituted programming under the title MOSAICS—Appreciating Our Diversity. The stated goal of this effort was "to help us understand and appreciate each other better by making us more sensitive to the backgrounds and cultures of our colleagues." Bridging the traditional library barriers between professional and support staff, improving teamwork within and among library departments, and addressing some existing communication challenges were other project goals.

The initial offerings included a keynote address and several workshops and seminars. The most stimulating and well-attended event was a presentation by the Cornell Interactive Theatre Ensemble combining short theatrical performances on diversity-related topics with facilitated group discussion. Positive response, along with requests for further training of this kind, led us to invite the group back for a second program targeted at supervisors. It became clear that guided discussion could engage staff in a meaningful sharing of ideas and actually alter people's outlook in significant ways. We were eager to continue.

At the same time, the Office of the Vice President for Campus Life was supporting student-run dialogue groups called "Sustained Dialogue" and, under the aegis of the Bildner New Jersey Campus Diversity Initiative, was extending the concept of dialogue to faculty and staff with a "Dialogue@Princeton" program. The Library piggybacked on this effort and produced "Dialogue@theLibrary." With help from the Office of the Vice President for Campus Life, we trained twenty facilitators, six of whom volunteered to serve as co-facilitators for three dialogue groups in the spring of 2003. Each group of ten staff members met weekly for six weeks at brown bag lunches. Discussion topics, chosen by the facilitators and the group members, centered mainly on personal experiences. Facilitators shared ideas and discussion questions among themselves and provided support for one another. The feedback from both facilitators and participants was positive, and one group continued to meet occasionally for lunch for many months afterward.

Feedback from this experience indicated that a sharper focus was needed for the dialogue, and so, with the intention of breaking down barriers between professional and support staff, we chose the topic of socioeconomic differences. Cris Cullinan, training and development administrator at University of Oregon, was invited to campus for three days to help us set up more dialogue groups.

After additional training of facilitators, we formed three more dialogue groups of about ten people who met six times in spring 2004 to explore the definitions and indicators of class. These groups also discussed how the way we think about class plays out in the university and in the library workplace. Feedback confirmed the benefit of focusing on one area of diversity and exploring it in depth. As a follow-up, staff were invited to view and discuss four videos on related socioeconomic topics.

In the spring of 2005, we debuted a new topic and continued the discussion format using the three-part video *Race: The Power of an Illusion.* We scheduled hour-long viewings followed by half-hour discussions, each one facilitated by two different library staff members. As a result of the enthusiasm and dedication of the organizing committee of library support staff, some staff who had not previously participated in dialogue groups began to attend these lunches.

Lessons Learned

In three years of diversity programming in the library, we have learned that it is necessary to offer a variety of events and cover a variety of topics to keep the discussion fresh and appealing. Staff

Princeton University

involvement in planning and organizing the events and dialogue groups ensures that topics are relevant and that word spreads about the value of the programs. The active involvement and participation of management helps break down barriers of hierarchy and demonstrates the importance of the project. Dialogue groups need a structure based on specific topics and carefully chosen discussion questions with enough time to go beyond superficial conversation and reap the real benefits of engagement. To create a safe and open setting for serious dialogue to occur, facilitators need considerable training and support. Once a core group of facilitators is available, however, they can mentor and train new facilitators.

Diversity programming at the library coincided with successful recruiting efforts, resulting in greater diversity among the professional staff. The dialogue programs provided the foundation for a workplace where diversity issues can be discussed among diverse staff members.

The impact of the structured staff dialogues is difficult to assess. Approximately two-thirds of the library staff have had the opportunity to explore and discuss together questions of diversity, whether through attendance at the Cornell Interactive Theatre presentations, the Dialogue@theLibrary groups, or the video discussions. MOSAICS has become a known "brand" for staff events and staff now offer suggestions for additional topics and activities—both signs of increased awareness. Although it is inevitable that hurtful behavior will occasionally erupt in a very diverse workplace, we feel now that library staff and management at all levels are better equipped to respond appropriately. Dialogue@theLibrary, like a diverse democracy, is an ongoing work in progress. ■

Faculty-Driven Curricular Change

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committed faculty. Because the goal of the project was transformation of course curricula, building faculty interest in and commitment to diversity education was crucial. Faculty need to be given opportunities to generate ideas, participate in discussions, develop plans and programs, and get involved in cocurricular events if they are to effectively transform the courses they teach.

In the last year of the project, evidence of curricular transformation was apparent. Sixty-two individual courses across the college had been revised by faculty. These curricular transformations infused diversity issues into a wide variety of courses across degree programs. The project performed an assessment of the efficacy of the infusion and published assessment results for the wider CCM faculty audience. A booklet about the infusion projects also provided faculty throughout the college with models and ideas for infusing diversity issues into curricula.

The support of senior administrators has been just as important as the financial support from the Bildner Family Foundation. Faculty involvement is more likely to thrive if top leaders make diversity a priority. In addition, we found it makes a difference if top leaders step forward to assess and implement diversity action plans, while also recognizing faculty for their efforts to incorporate diversity into all the assigned courses. Administrative support, combined with the empowerment of faculty to design programs, has enabled CCM to infuse diversity across the campus and at multiple levels. ■

Epistles, Posters, and Pizza: Letter-Exchange Programs at Rutgers–Camden

By Holly Blackford, writing director, Rutgers, the State University of New Jersey, Camden

ON A WARM SPRING DAY IN APRIL OF THIS YEAR, IN RUTGERS–CAMDEN'S ROBESON LIBRARY, I SAT DOWN FOR PIZZA WITH TWO CULTURALLY DIFFERENT GROUPS OF STUDENTS. THE PREDOMINANTLY WHITE GROUP INCLUDED TWENTY-ONE RUTGERS FRESHMEN WHO WERE IN THEIR FINAL WEEKS OF CHRISTINE FITZSIMONS'S COMPOSITION II COURSE. THE PREDOMINANTLY AFRICAN AMERICAN GROUP INCLUDED TWENTY-FIVE STUDENTS FROM JOY MARTIN'S ENGLISH CLASS AT CAMDEN'S LEAP ACADEMY HIGH SCHOOL, A UNIVERSITY CHARTER SCHOOL THAT SERVES ONE OF THE POOREST CITIES IN THE COUNTRY. THE SHORTS AND T-SHIRTS OF THE FRESHMEN CONTRASTED WITH THE LONG-SLEEVED SHIRTS AND DRESS BLAZERS OF THE LEAP STUDENTS. BUT BOTH GROUPS OF STUDENTS WERE SMILING AS THEY HELPED THEMSELVES TO SECOND SLICES BEFORE HEADING TO THE COMPPOSTER FAIR, A POSTER EXHIBITION OF RESEARCH CONDUCTED BY WRITING PROGRAM STUDENTS OF RUTGERS.

Over pizza they chatted about educational, community, and personal issues. The high school students spoke of how difficult it was to decide to attend LEAP. The uniform alienated them from their home communities; college aspirations conflicted with desires to work and stay with friends and family. The Rutgers–Camden students listened and responded with advice on how to make a college career feasible. While candidly commenting on the difficulties of college life, they also were adamant in asserting that LEAP students would have better opportunities if they went to college, which made the difficulties well worth it in the end.

This conversation was the culmination of a semester-long letter-exchange program between the two groups. The topic of the diversity of the Garden State guided their exchange of perspectives on community affairs, educational experiences, and books and films. Both groups were honing writing skills by drafting and revising their letters, and both provided editorial advice on one another's letters. This combined focus on sharing views *and* improving writing was an important part of the project. Excellent writing is a primary means by which individuals and communities can effectively communicate with and understand one another.

In the "epistolary exchange program," composition students exchanged letters with freshmen at West Philadelphia High School, who similarly came to campus for pizza and a trip to the CompPoster Fair. The 2004 letters focused on the fiftieth anniversary of *Brown v. Board of Education.* In their letters the students reflected on the meaning and legacy of integration, a poignant area of inquiry given that a majority of Rutgers–Camden students are white, while a majority of surrounding communities are not.

The poster fair's 2005 Garden State theme reflected the diversity of New Jersey by showcasing diners, farms, folklore, casinos, cities, arts, films, and music. As I followed clusters of students to the fair, I heard them talking about various topics, from college dating to practical majors. When we got to the fair, the conversations ceased and were replaced by exclamations. Writing program students stood by their projects, ready for questions. The LEAP students paused to admire a painstakingly made model of the Whitman Bridge; they gathered to play a miniature game of roulette at a presentation on Atlantic City; they laughed at a particularly humorous poster that superimposed images of nineteenth-century poet Walt Whitman, a former Camden resident, into photographs of contemporary Camden.

Rutgers–Camden

Many LEAP students, jackets now tossed over shoulders or tied at waists, gathered before the posters on Camden itself, posters that posited opinions about the redevelopment of Camden neighborhoods. They pointed and spoke quietly. "That's where my mom grew up," said one. "I know that place," said another. "That's my corner," said a third. Both groups of students learned more than composition that day. They learned that it is possible to communicate despite and through our differences. I hope we all can learn that great institutions and teachers can play a leading role in making sure these communications occur. ■

Forging Campus-Community Connections: Scholars and Students Shedding Light on the New Newark

By Clement Alexander Price, Board of Governors' Distinguished Service Professor of History and director of the Rutgers Institute on Ethnicity, Culture, and the Modern Experience, Rutgers, the State University of New Jersey, Newark

WHEN THE RUTGERS INSTITUTE ON ETHNICITY, CULTURE, AND THE MODERN EXPERIENCE BEGAN ITS WORK IN 1997, LOCAL TESTIMONY, MEMORY, AND HISTORY SERVED AS THE BASIS FOR ITS FIRST PUBLIC PROGRAM, "MEMORY AND NEWARK: JULY 1967." MOUNTED IN COMMEMORATION OF NEWARK'S NEAR RENDEZVOUS WITH DISASTER—THE SO-CALLED RIOTS DURING THE SUMMER OF 1967—THE PROGRAM DRAMATIZED THE VALUE OF LOOKING AT DIVERSITY THROUGH THE PERSPECTIVES OF PARTICIPANTS AND EYEWITNESSES TO THIS HISTORIC EVENT. THE INSTITUTE'S ORIGINAL VISION AND ITS SUBSEQUENT SUCCESSES ARE DIRECT EXPRESSIONS OF A CAMPUS COMMUNITY THAT WITNESSED THE TRAUMATIC EVENTS OF 1967 AND, AS A RESULT, BECAME MORE SENSITIVE TO THE OPPORTUNITIES AND CHALLENGES POSED BOTH BY THE CITY ITSELF AND BY THE CAMPUS'S MULTICULTURAL STUDENTS, MANY OF WHOM CAME FROM THE VERY COMMUNITY IN CRISIS.

A generation after 1967, Rutgers–Newark has now been recognized nationally for the ninth consecutive year as the most diverse campus by *U.S. News and World Report*. This designation does not measure the number of minority students, but rather speaks of the great number of distinct ethnic, cultural, and religious groups represented in our student body. Our undergraduate students find themselves on an American campus particularly attuned to the social dynamics of its host community. These undergraduates, many of them children of recent immigrants or recent immigrants themselves, find their way to Rutgers–Newark from around the world. An estimated 40 percent speak a language other than English at home. They come to us from over fifty nations, representing the major immigrant populations in northern New Jersey from the Middle East, Eastern Europe, South-Central and Eastern Asia, the Caribbean, Latin America, and Africa. As the city is changing demographically and culturally, diversity is once again a fact of life and a pathway to the future.

Rutgers–Newark

Such a rich array of bearers of seemingly distant cultural narratives on a campus in the heart of Newark provides an opportunity to foster an institutional transformation that reflects both campus life and community engagement. The institute believes that true institutional change and campus cultural development are best rooted in faculty commitment to the enhancement of our campus's engagement with diversity, the sustenance of a culture of tolerance and inquiry, and the nurturing of a generation of academic citizens who are at once public intellectuals and conversant with new knowledge on the construction of difference.

Toward those objectives, the institute has worked with faculty members so they can have a significant impact on the lives of their students through mentoring, shared research initiatives, and mutual engagement in civic life, while also shedding a nuanced light on cultural differences and values. Funding from the Bildner New Jersey Campus Diversity Initiative supported several institute public programs as well as productive collaborations with student groups, faculty, and other academic programs focused on cultural values, ethnic identity, and historical development. However, our most far-reaching achievement has been increasing faculty involvement in public scholarship. Through their deep engagement, faculty in turn have helped their students navigate through the complex cultural maze of our changing society.

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"Beyond Food": Creating Opportunities for Intercultural Communication with Students and Local Residents

By Peter Dlugos, professor of philosophy and former director of the Center for the Study of Intercultural Understanding, Bergen Community College

CIVIC ORGANIZATIONS WISHING TO CREATE GREATER HARMONY IN THEIR COMMUNITIES ARE OFTEN UNABLE OR RELUCTANT TO VENTURE BEYOND SPONSORING AN INTERNATIONAL FOOD FESTIVAL. BUT EXPERIENCE TEACHES US THAT INCREASING FAMILIARITY WITH ANOTHER CULTURE'S FOOD IS ONLY ONE OF MANY IMPORTANT STEPS THAT CAN BE TAKEN TO INCREASE INTERCULTURAL UNDERSTANDING.

Two years ago, "beyond food!" became the mantra of the Community Engagement Committee of the Center for the Study of Intercultural Understanding (CSIU) at Bergen Community College (BCC). CSIU's mission is "to foster greater understanding and appreciation of the diverse cultures in our society, and to improve the communication and critical thinking skills necessary to facilitate intercultural dialogue." The committee, comprised of both faculty and community members, discovered that a number of local civic and religious groups working on diversity initiatives were looking to the college to enhance their work by serving as a conduit for the theoretical and practical approaches to diversity current in higher education.

Bergen Community College

The committee's initial venture was to collaborate with the Bergen County Human Relations Commission on their annual "Day of Harmony" by facilitating a dialogue we called "An Exploration in Intercultural Communication." Police officers, teachers, mayors, social workers, religious leaders, and members of the business community joined students, faculty, and staff to explore our identities and build bridges across our diverse social worlds. Participants began by reflecting on how their identities involve participation in a social world, and were then asked to think about, and tell stories about, what counts as good communication *within* their social worlds. With those criteria in hand, attention was turned to the attributes and skills of a successful *inter*cultural communicator. Good intercultural communicators understand that standards of communication are cultural, and they maintain forms of communication important to them while simultaneously being open to forms of communication important to others—no easy task. The session closed with small groups thinking and talking about how these skills can be applied in order to bridge social worlds. Participants again shared personal stories about how new intercultural communication systems or "third cultures" get created.

Afterward, participants reported that the experience of collectively reflecting on self-identity and group membership, and on how communication styles are directly connected to those groups, was a profound one. For many people, particularly those in the majority, social identities are more or less invisible. These people may not understand that their customary mode of communication is just one approach among many—a fact that can create problems when they try to interact with others who communicate differently. In a county as diverse as Bergen, the need to understand the cultural dimensions of communication, and the need to collaboratively create "third cultures" that bridge disparate forms of communication, is critical. Ninety-two percent of the participants reported that the workshop helped them better recognize themselves as cultural beings, and 94 percent reported that the workshop enriched their understanding of how to create new forms of communication that can bridge social worlds.

A second opportunity arose when we began discussions with members of the local YWCA Racial Justice Committee (RJC). The RJC had tried for several years to coordinate a community study circle program. Because it was difficult to maintain attendance over a four-week program, they had developed a condensed one-day version and were looking for a partner to help boost attendance, assist with facilitation, and provide a venue for the dialogue. We stepped in to help with facilitation and to host the dialogue on the BCC campus. Among the workshop's explicit objectives was to heighten awareness about racism and discrimination by listening to one another's experiences.

By the end of the day, there didn't appear to be anyone there who had not been profoundly affected by the stories of their fellow participants, from the experiences of an African American man who had been born into a family of sharecroppers in Mississippi to the experiences of a Korean American woman who had tried for two decades to gain acceptance for herself and her sons in her predominantly white community. Eight months later, Jill Ross, a BCC student who participated in the dialogue, commented, "I learned so much, and experienced a deeper understanding of others' struggles and pain. It really increased my compassion. I know I will never forget that day as I have already reflected back on it time and time again."

The BCC vision is one of a "learning community," a "service community," a "diverse community," and a "partnership community." In particular, the college strives for an atmosphere where learning is central and collaborative, where civility and trust characterize all aspects of campus life, where inclusiveness is the norm and diversity is an asset, and where collaboration with community organizations is a basic part of college life. Through its recent work on intercultural communication, BCC has learned a valuable lesson about campus diversity initiatives: ask not only what you, as a college, can do for your community, but what the community can do for you and your students.

For more information about the Center for the Study of Intercultural Understanding, visit www.bergen.edu/csiu. ■

Intercultural Learning in First-Year Seminars

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faculty teach, even in their own disciplinary courses, is now informed by having developed a team-taught interdisciplinary course. Participants especially appreciated that the institution sponsored and supported the workshops. As one fellow said, "It is nice to have the university support professional development, both programmatically and financially. This was far more valuable than a conference."

Having documented the value of the faculty participation, what do we know about the students? In our initial survey, students reported that the courses are interesting and unique. In general, they found the material to be, as one student put it, "eye and mind opening." For many, these courses were their first opportunity to learn about different cultures. We plan to do a longitudinal study to follow students' progress at the university and inquire later in their careers about the impact of their freshman seminar. From the positive responses we have seen so far, we anticipate the impact will be lasting.

Higher education is one of the few remaining arenas where dialogue, deliberation, and thoughtful engagement are pursued as primary components of the institution's mission. Such experiences expand students' minds and provide skills for intelligent discourse and decision-making. It is essential to be mindful of the multicultural and diverse society in which we live, and to provide an education that addresses the challenges students will face within a global community. We think our Bildner-funded diversity program helps students, faculty, and staff alike acquire knowledge, skills, and values they need to live in such a world. ■

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Something to Declare: Performing Oral History

By Tim Raphael, assistant professor, Department of Visual and Performing Arts, Rutgers, the State University of New Jersey, Newark

IN THE SPRING OF 2004, I TAUGHT A COURSE ON CONDUCTING ORAL HISTORIES AND ADAPTING THEM FOR PERFORMANCE. THE CLASS WAS DESIGNED TO ENGAGE STUDENTS IN HISTORICAL RESEARCH AND CRITICAL INQUIRY AS EMBODIED PRACTICES ROOTED IN LIVED EXPERIENCE, AND TO INTRODUCE STUDENTS TO THE POSSIBILITIES OF PERFORMANCE AS AN ALTERNATIVE MEANS OF "PUBLISHING" THEIR RESEARCH. THE CLASS CULMINATED WITH A MULTIMEDIA PERFORMANCE DERIVED FROM THE ORAL HISTORIES COLLECTED BY THE STUDENTS AND ADAPTED BY THEM FOR THE STAGE. COMBINING VIDEO, MUSIC, DANCE, POETRY, AND LIVE PERFORMANCE, *SOMETHING TO DECLARE: TALES OF IMMIGRATION* WAS PERFORMED ON THE RUTGERS–NEWARK CAMPUS FIVE TIMES.

Several factors influenced my choice of immigration as the focal point of the course and of oral history as the initial mode of inquiry. Looking out the windows of the buildings on Rutgers's campus, which is perched atop a hill in the University Heights section of Newark, one sees a region transformed by immigration. Immigrant communities today comprise the fastest growing segment of the population in the Newark metropolitan region. The remarkable heterogeneity of the student population at Rutgers–Newark—as measured by such criteria as ethnicity, religious affiliation, languages spoken, and countries of origin—is reflected in the university's designation by *U.S. News and World Report* as "the most diverse campus in America."

By dramatizing the oral histories of people who are—like many of my students—recent immigrants, I hoped to make students aware of how cultural reproduction and transmission occur. Engaging oral history and performance widens the historical archive to include performances of individual and collective memory.

As the day for the first round of performances drew near, the students' anxiety began to spike. My office hours were filled with a constant litany of anguished questions: "How do I convey all the information from an hour-long interview in five-minutes?" "How can I possibly represent someone else's experience without reducing it to clichés?" "How do I capture their mannerisms, gestures, accent?" "Do you know where can I find a jellaba before class?"

Rutgers–Newark

The immediate pressure of publicly enacting friends and family had more impact on students than a thousand essays on the politics of representation. Listening to the recording of an interview introduces the dynamics of speech, accent, diction, tone, and rhythm, but only when faced with the task of embodying the spoken word, of representing the teller as well as the tale, were students fully confronted with the enormity of their ethical and mimetic responsibility. Clothing, hair, posture, and gesture flesh out the musicality of speech and the ideology of language in ways not readily apparent without the visceral engagement of embodiment.

I would be lying if I suggested these initial performances were all aesthetic gems. Only about a third of the students had substantial acting training, and none of these students had ever done this kind of performing. Still, something remarkable occurred during these initial forays into performing oral history: these students began to take their education personally. The ideal of disinterested scholarship—often a synonym with students for uninterested scholarship—was replaced by an ethos of engaged inquiry, empathy, and advocacy. The classroom became an animated, even dangerous space of intercultural encounter. ■

Putting Student Voices in Public Spaces

By Thomas Molski, director of the Office of Campus Life, Don Phelps, associate director of the Office of Campus Life, and Jill Schennum, assistant professor of anthropology, all from County College of Morris

WHILE STUDENTS ARE EXPECTED TO VOICE THEIR OPINIONS IN CLASSROOMS, IT IS ALSO IMPORTANT TO CULTIVATE STUDENT VOICES IN OTHER PUBLIC FORUMS ON CAMPUS. AT COUNTY COLLEGE OF MORRIS (CCM), WE HAVE ENCOURAGED SUCH VOICES OVER THE PAST THREE YEARS THROUGH STUDENT DIVERSITY CONFERENCES. AT THESE CONFERENCES, IT IS THE STUDENTS WHO HAVE DONE THE TEACHING.

The conferences were developed through the Bildner New Jersey Campus Diversity Initiative (NJCDI). We designed them to help us reach one of our defined goals in the project: increasing interactively planned community education efforts to promote diversity and global awareness. Our organizing committee included representatives from the Office of Campus Life and the Office of Dean of Student Development as well as faculty members. Since a common complaint in the first year of the diversity initiative was that planned events failed to attract large audiences, we decided to organize the first conference as a forum to work with student groups, faculty, and staff to discuss new strategies for collaboratively planning diversity-oriented cocurricular educational events. We made use of interinstitutional networks developed through CCM's participation in the NJCDI and invited a keynote speaker from Rutgers. The conference ended with a moderated panel of diverse CCM students discussing their perception of events related to diversity and the campus climate.

The conference was well attended and well received, but the overwhelming highlight for participants was the student panel at the end of the conference. Faculty felt that the student panel provided a unique opportunity to hear a diverse cross-section of CCM students speak about their experiences of diversity at home and at college and about their impressions of diversity education on campus.

This request for *more* opportunities to hear student voices about diversity affirmed findings about the current level of diversity education on campus. Although students and faculty had many positive things to say about campus climate and education at CCM, there were also areas that needed substantial work. Therefore, in the second conference, which was organized around student perceptions of diversity education and campus climate at CCM, we provided more opportunities for student voices and faculty-student dialogue. Rather than focusing on student group leaders (as we had in the first conference), we put together a panel of average CCM students. By scheduling the conference to coordinate with CCM's class schedule, we enabled a wider group of CCM students to attend.

Students defined diversity as much more than race and ethnicity. Panelists, for example, discussed class barriers to success at CCM, including the paucity of public transportation, problematic tuition-payment schedules, and the cost of textbooks.

The second conference was even more successful than the first. As organizers, we did face the challenge of preparing students who were not especially academically engaged or politically active for participation in the panel. Faculty moderators met with students to review the questions they would be asked, to ask them to think about their responses prior to the conference, and to explain the rules that would guide panel participation. The result was an articulate, thoughtful group of panelists.

In a well-moderated panel, students defined diversity as much more than race and ethnicity. Panelists, for example, discussed class barriers to success at CCM, including the paucity of public transportation, problematic tuition-payment schedules, and the cost of textbooks. Students also raised questions about the difficulty that undocumented immigrants had with admissions and financial aid, as well as challenges that GLBT students encountered on campus. Breakout sessions in which faculty, staff, and students engaged in dialogue led to heated discussion of topics brought up by the student panel. Top-level administrators attending the conference heard student concerns about class barriers to success. This conference encouraged students, staff, faculty, and administrators to think about diversity practice and education in the classroom, campus climate, and some of the structural barriers to success embedded in other institutional offices.

For our third diversity conference, student voices were paired with voices from the wider community. We selected and scheduled our keynote speaker in conjunction with a broader Morris County–based community initiative, invited diverse

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Cross-cultural by Design: The Center for Cultures and Communication at Bloomfield College

By Rashimi Jaipal, associate professor of psychology and director, Center for Cultures and Communication, Bloomfield College

THE CENTER FOR CULTURES AND COMMUNICATION AT BLOOMFIELD COLLEGE ASPIRES TO PROMOTE UNDERSTANDING AND RESPECT BETWEEN CULTURES. THE CENTER, FOUNDED IN 2002 THROUGH THE BILDNER NEW JERSEY CAMPUS DIVERSITY INITIATIVE, IS A SCHOLARLY AND EDUCATIONAL RESOURCE FOR THE CAMPUS AND SURROUNDING COMMUNITY. ITS PRINCIPAL PROGRAM IS THE DIVERSITY TRAINING CERTIFICATE, A FOR-CREDIT PROGRAM IN THE DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES THAT PROVIDES DIVERSITY EDUCATION AND EXPERIENCE TO STUDENTS FROM DIFFERENT MAJORS WHO WILL BE LEADERS IN THEIR COMMUNITIES. SOME WILL BECOME PROFESSIONALS IN HUMAN SERVICES, BUSINESS, HEALTH CARE, AND EDUCATION, WHERE THEIR DIVERSITY TRAINING WILL BE PUT INTO PRACTICE EVERY DAY.

The certificate offers a theoretical foundation based on implicit or subjective culture, an idea drawn from the fields of cross-cultural psychology and psychological anthropology. It involves gaining awareness of how one's cultural conditioning can influence perceptions of others and attitudes toward cultural difference. Through center internships, students organize diversity activities and cross-cultural communications workshops while also serving constituencies in the wider community. The center was conceived as a place where theory and praxis influence, inform, and enrich each other.

The Center's Developmental Design

The center's programming involves three phases. First, students gain theoretical knowledge. Second, they become center interns and apply what they learn. In phase three, graduates from the program become lifelong affiliates of the center and form a pool of trained facilitators able to provide diversity training to the wider community.

The internship training is based on four approaches:

1. **Peer effect:** Students learn about diversity through informal peer-led workshops. In three years, interns have conducted more than sixteen workshops in freshmen classes, international student orientations, residence life orientations, and student organizations.
2. **Hospitality:** Local students who host international students demonstrated the enriching possibilities of intercultural interactions. Interns have organized welcome dinners, hiking, and bowling for international students.
3. **Cultural immersion:** By going on neighborhood tours led by knowledgeable locals, students acquire initial exposure to unfamiliar territory. Going on a guided tour of an Indian neighborhood, for instance, helped change student attitudes and misconceptions.
4. **Rippling outward effect:** Center students take their new intercultural knowledge and skills into their homes, workplaces, and communities.

The Center's Niche and Philosophy

The center serves an area of changing demographics. New Jersey is the port of entry for immigrants from all over the world. Citizens are exposed to a wide range of cultures in their daily lives and in the workplace. The center offers its training particularly to the less well-served nonprofit world and offers affordable diversity workshops to agencies in the community.

The center argues that culture includes not just people's easily observable outer behavior, but also less observable internal values and ways of thinking. In order to achieve cultural competence and attitudes of tolerance, engagement, and respect for pluralism, one needs to first understand one's own subconscious and unarticulated layers of cultural conditioning. After this, one can begin to overcome barriers to communicating across cultures. Instead of the "color-blind" approach that ignores difference, the center promotes difference as a pathway to learning, understanding, and community.

Students state that the center's programs, along with the certificate courses, have changed how they view other cultures, made them more culturally aware and sensitive, and given them more of an appreciation of their own culture. As a newly established entity, the center expects to evolve and expand. The center would like eventually to seed programs involving local and international collaborations, projects with local immigrant communities, and more cross-cultural research. In the face of globalization and a multicultural America, intercultural competencies are clearly becoming necessities for building stronger global and local communities. ■

Café Bergen

By Andy Krikun, professor of music, Bergen Community College

FOR TWO FRIDAY EVENINGS EVERY SEMESTER, THE STUDENT CENTER AT BERGEN COMMUNITY COLLEGE (BCC) UNDERGOES A TRANSFORMATION. THIS USUALLY BUSY INTERSECTION OF CAMPUS MORPHS INTO AN INTIMATE BOHEMIAN COFFEEHOUSE OF THE SORT MORE COMMONLY FOUND IN PLACES LIKE NEW YORK'S GREENWICH VILLAGE OR SAN FRANCISCO'S NORTH BEACH. THE LIGHTS ARE DIMMED, REFRESHMENTS ARE SERVED, AND PATRONS ARE SEATED AT SMALL TABLES SET WITH RED TABLECLOTHS AND BATTERY-POWERED CANDLES. LOOKING AROUND, ONE IS STRUCK BY THE CULTURAL DIVERSITY OF THE AUDIENCE OF STUDENTS, FACULTY, STAFF, ADMINISTRATORS, FRIENDS, FAMILY, AND MEMBERS OF THE LOCAL COMMUNITY. ON A SMALL MAKESHIFT STAGE, THE PERFORMERS—TALENTED STUDENTS, FACULTY, ADMINISTRATORS, AND STAFF, AS WELL AS THE OCCASIONAL GUEST ARTIST—CONTRIBUTE TO A PROGRAM HIGHLIGHTING THE DAZZLING DIVERSITY OF GLOBAL PERFORMANCE TRADITIONS FOUND IN CONTEMPORARY AMERICAN SOCIETY.

In the spring of 2004, I was approached by two colleagues (and fellow performers), Professors April Adams and Susanna Lansangan of the American Language Program, who were interested in starting a coffeehouse performance arts series at the college. In addition to creating a venue for talented members of the BCC community, Adams and Lansangan believed that this event could offer the international students a welcome opportunity to mix with their American counterparts. Cosponsored by the Center for the Study of Intercultural Understanding (CSIU) and the Office of Student Life, Café Bergen premiered on October 29, 2004.

During the first season, the café featured a performance of traditional Moroccan music on authentic instruments (*oud* and *ney*) by a student and his father, a performance by a contemporary jazz trio composed of Korean students, a student's performance of songs in English, Spanish, and Portuguese, several spoken word and theatrical performances, and performances of classical Viennese piano, instrumental music of Puerto Rico and Cuba, and original compositions for classical guitar, as well as a hearty sampling of American jazz, pop, and blues.

Café Bergen

The featured guest artists included a professional jazz singer, Mamiko Taira with her trio, and Margot Leverett and the Klezmer Mountain Boys, featuring the sounds of clarinet, guitar, and fiddle.

The response to the Café Bergen series has been overwhelmingly positive. The café has provided an entertaining way to promote and publicize CSIU's mission to foster intercultural understanding on campus and in the community. In informal surveys received during the final performance of the 2004–5 season, students commented on how much they enjoyed learning about performing traditions that were previously unfamiliar to them.

For the kickoff performance of the 2005–6 season, the artistic directors collaborated with the Office of Student Life and the members of the Native American Heritage Committee to include Café Bergen as the finale of an exciting week of events bringing Native American artists, speakers, and musicians to the college. This special edition of Café Bergen featured Native American performers, including Grammy-award winning singer-songwriter Bill Miller and the Red Storm Drum and Dance Troupe. CSIU also worked closely with the administration to bring these Native American musicians into classrooms for educational workshops where the students had direct contact with the artists.

As the excitement about Café Bergen continues to spread, we are working to create post-event surveys to assess our progress and garner suggestions for future performances. It is most gratifying to watch the enlivened faces of the students witness the power of the arts to bridge cultures and transcend imaginary boundaries. ■

Assessing Diversity Attitudes in First-Year Students

By Sonia V. Gonsalves, professor of psychology, the Richard Stockton College of New Jersey

STOCKTON COLLEGE'S DIVERSITY ISSUES COURSE FOR FRESHMEN WAS CONCEIVED TO INCREASE STUDENTS' OPENNESS TO ISSUES OF DIFFERENCE, TO BROADEN THEIR VIEWS OF WHAT CONSTITUTES DIVERSITY, AND TO REDUCE THEIR STEREOTYPICAL JUDGMENTS. ASSESSMENT OF STUDENTS' POST-COURSE PERSPECTIVES INDICATES THAT, TO A LARGE EXTENT, THE COURSE HAS BEEN SUCCESSFUL IN POSITIVELY AFFECTING THEIR KNOWLEDGE, SKILLS, AND WILLINGNESS TO REFLECT ON DIVERSITY.

The Course

Ongoing assessment efforts have played a significant role in the content of Diversity Issues and its ultimate success. During the first year of the grant period, faculty modified existing freshman seminars to include some focus on diversity. However, at the end of the semester, there was very little quantifiable difference in students' knowledge and attitudes toward diversity issues.

The disappointing results of the initial end-of-semester assessment led project directors to redesign the course. Diversity became the central theme, and professors took advantage of Stockton's institutional diversity to solicit input and participation from faculty and staff across campus. The course that emerged after this sweeping redesign was far more comprehensive than the previous modified seminars. Diversity Issues included speakers, utilized films, and prescribed readings and writing assignments that highlighted different elements of diversity and multiculturalism. The course explicitly covered gender, race, and religion, but professors were encouraged to include different elements of diversity in their individual class sections. Additionally, students were paired with faculty and staff members of a different background for eight hours of individualized "cultural apprenticeships" that encouraged exposure and dialogue on issues of diversity.

This revamped course structure proved far more beneficial, and produced tangible positive changes in students' knowledge, skills, and attitudes toward diversity.

Richard Stockton College

Assessment Results

Data were obtained from a total of 830 students over three years of Diversity Issues courses. Assessment of the students' attitudes and views drew on a number of sources: an attitudes and opinions survey; reaction papers to various speakers, books, and films; students' cultural autobiographies; and their end-of-semester portfolios.

The attitudes and opinions survey was administered at the beginning and end of the Diversity Issues course. Students reported their level of community engagement, the types of situations that would prompt them to take action to express a position or to challenge a position, the level of comfort they experienced in discussions about issues of difference, and the extent of their beliefs in some stereotypes. Participants also reported whether or not they had close friends from different cultural backgrounds.

Students wrote cultural autobiographies before and after they completed Diversity Issues. The cultural autobiography is a paper that describes the students' cultural identity and heritage. The autobiography includes information such as ethnic background, family structure, religious identification or practice, cultural traditions, and any other identification that is important to a student's self-image.

Analysis of the assessment data revealed a number of changes in students' attitudes after they took Diversity Issues. Most obvious was the increase in students' understanding of what they considered "diversity." When asked, "Which of the following do you consider to be diversity issues?" students who took the course identified a wider range of concepts as diversity issues. The greatest post-course increases occurred in students' understanding of issues related to gender identity, homophobia, ethnocentrism, and sexism, but the ability to conceptualize diversity increased across the board except in "biracial issues."

Students reported a higher level of engagement in service and other community activities at the end of the semester than at the

start. There was also a significantly lower level of the reported stereotypical beliefs by the end of the course.

The data indicated that the course was particularly useful to more open-minded students, but less effective at changing strongly held stereotypical beliefs. Since the majority of the students who held deep stereotypical beliefs were males, women gained most from Diversity Issues, changing their already more informed views to a greater extent than did men. Similarly, students of color were more active in community and political events than white students, were much more likely to take action, and held fewer stereotypical views.

Students identified a presentation by Margaret Stumpp, who is transgendered, as the most significant and eye-opening aspect of their learning experience. They ranked the cultural apprenticeship as the second most noteworthy, and the film *Race: The Power of an Illusion* third.

Both qualitative and quantitative assessment indicates that the combination of coordinated topics and readings, a larger learning community of faculty and students, and greater consistency in the instructional approach are improvements on the original course model. After three years, Diversity Issues is a proven success in helping students to understand, appreciate, and engage with diversity, and in equipping them with tools for success in a multicultural world. ■

Forging Campus-Community Connections

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Funding from the Bildner Family Foundation supported, in particular, two interrelated responses to the realities of cultural diversity on campus and Newark's contemporary cultural transformation. The institute's many public programs and lectures addressed local cultural diversity, while its commitment to nurturing a cohort of junior faculty members—our Bildner Faculty Fellows—placed the cultural changes wrought by immigration to postindustrial Newark on a research agenda studied by faculty members and their students. Using oral history testimony as well as other research methodologies and entering communities all but ignored in the past, Bildner Faculty Fellows are arguably the largest group of Rutgers–Newark scholars ever assembled to study, commemorate, and explain the life of the city's residents. For instance, Professor Kim Holton, by employing ethnographic methods, explores the ways in which two immigrant communities—old-world and colonial Portuguese and new-world Brazilian—bound by a colonial history and a common language, negotiate shared urban space and new immigrant beginnings in Newark's East Ward "Ironbound" neighborhood. Professor Max Hermann has documented memories of Newark residents tragically caught up in the riots of 1967. And Professor Tim Raphael and his students have taken oral testimony into the realm of contemporary theater with a production entitled *Something to Declare: Tales of Immigration*. Drawing on their own eclectic cultural backgrounds and experiences as the starting point for their work, students approached Newark and its surrounding environs as a laboratory for intercultural and interdisciplinary exploration.

Never before have so many members of the faculty drawn their students into the work of understanding Newark's cultural mosaic. These colleagues are involved in public scholarship in the broadest sense. Together, they help fulfill the mission of providing service to the community. Moreover, unlike scholars with a more traditional corpus of activities, the institute's public scholars help to demystify new knowledge and create an opportunity for a cross-section of citizens to take part in lifelong learning. ■

Putting Student Voices in Public Spaces

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community members to the conference, and included a group of high school students from Morris County to join the student panel. This mixed student panel demonstrated the diverse background of high school students coming into CCM, the different gender roles and cultural expectations students had to negotiate between school and home, and the difference between the more narrow definition of diversity coming from the high school students and the broader, more politicized understanding of diversity among the college students.

We carried away numerous lessons from these three conferences. We found that having staff and faculty work together to plan the conferences established ties between various college offices, facilitating future collaboration. Although initially we had assumed that faculty would be engaged by "expert" voices, we discovered that CCM faculty wanted to hear student voices describing their perceptions of campus climate and classroom practices as well as wider structural barriers. We also learned that a well-planned and moderated student panel can push students to think about and articulate their impressions of complex diversity issues, and that faculty and staff are open to hearing from their own students. We found that it was important to involve the highest levels of the administration in these conferences (conferences were attended by the president, vice president for academic affairs, vice president of student development and enrollment management). Most importantly, we learned that students themselves possess the most convincing voices to persuade faculty and staff of the need for and the value of a robust diversity education. ■

Infusing Cultural Competency into Health Professions Education: Best and Promising Practices

By Debbie Salas-Lopez, chief of the Division of Academic Medicine, Geriatrics, and Community Programs, and Maria Soto-Greene, vice dean, both from the University of Medicine and Dentistry of New Jersey, New Jersey Medical School; Catherine Bolder, associate vice president, affirmative action/equal employment opportunity, University of Medicine and Dentistry of New Jersey; and Robert C. Like, professor and director of the Center for Healthy Families and Cultural Diversity, University of Medicine and Dentistry of New Jersey–Robert Wood Johnson Medical School

CULTURAL COMPETENCY TRAINING HAS GAINED ATTENTION AS A POTENTIAL STRATEGY TO IMPROVE QUALITY OF CARE AND ELIMINATE RACIAL AND ETHNIC HEALTH DISPARITIES. CULTURAL COMPETENCE IN HEALTH CARE IS DEFINED AS "THE ABILITY OF SYSTEMS TO PROVIDE CARE TO PATIENTS WITH DIVERSE VALUES, BELIEFS, AND BEHAVIORS, INCLUDING TAILORING DELIVERY TO MEET PATIENTS' SOCIAL, CULTURAL, AND LINGUISTIC NEEDS" (BETANCOURT, GREEN, AND CARRILLO 2002). THE ULTIMATE GOAL IS TO CREATE A HEALTH-CARE SYSTEM AND WORKFORCE THAT CAN DELIVER THE HIGHEST QUALITY OF CARE TO EVERY PATIENT, REGARDLESS OF RACE, ETHNICITY, CULTURAL BACKGROUND, OR ENGLISH PROFICIENCY.

Cultural competency training is a critical area of interest to regulatory bodies such as the Liaison Committee on Medical Education and the Accreditation Counsel for Graduate Medical Education. In March 2005, New Jersey became the first state in the nation to require cultural competency training as a condition of physician licensure, as well as its inclusion in the curricula of the state's medical schools. Arizona, California, Illinois, and New York currently have pending cultural competency legislation.

The University of Medicine and Dentistry of New Jersey (UMDNJ), the largest health sciences institution in the United States, is one of the academic institutions participating in the New Jersey Campus Diversity Initiative. The university received funding from the Bildner Family Foundation for a project entitled Developing Cultural Competency at UMDNJ. During this project, focus group interviews were conducted with administrators, faculty, staff, students, and community representatives about diversity-related issues in education, clinical care, research, and community service. The results are helping to inform educational efforts throughout UMDNJ. In particular, increasing organizational and clinical cultural competence and addressing health disparities have been identified as key goals in the university's new strategic plan. UMDNJ–New Jersey Medical School, one of the university's eight health sciences schools, has embarked on curriculum transformation and is highlighting

Figure 1. Cultural competency curriculum within the physician's core course, UMDNJ–New Jersey Medical School

Issue	Teaching Objective
Toward culturally sensitive health care	Provides an overview of the importance of culturally sensitive health care on patient outcomes by defining and understanding culture, cultural competence, ethnicity, race, health disparities, and integrative and complementary medicine and their role in the doctor-patient relationship
Challenges to cross-cultural communication	Identifies cultural differences affecting doctor-patient communication, offers solutions to bridging linguistic and cultural differences, and covers how to work with interpreters
Beliefs and culture: diverse approaches to health care	Presents the impact of beliefs and culture on health-seeking behaviors
Integrating complementary and alternative medicine in health care	Provides an understanding of the role of integrative and complementary medicine in patients' healing traditions and systems
Health disparities and factors influencing health	Provides an overview of disparities in health care and the impact of stereotyping, racism, and bias; includes examples of health disparities in our local community
Vulnerable populations	Provides an understanding of the experience that people who are considered vulnerable or disenfranchised have with the medical community

cultural competency as a major module within the new "physician's core" two-year sequence in the preclinical and subsequent clerkship years. Curriculum development has been guided by a variety of resource materials, and the experience of the Hispanic Center of Excellence. Faculty development workshops focusing on improving intercultural communication skills have also taken place.

The medical student course consists of six three-hour sessions focusing on a broad spectrum of core cultural competency topics (figure 1). Each session has a large-group didactic component incorporating a video or panel and uses small groups of ten students with a trained faculty facilitator for discussions. The curriculum continues into the second year, using a cross-cultural standardized patient exercise. Students receive a one-and-a-half hour core cultural competency session at the start of the third year, followed by a one-and-a-half hour clerkship specific session, which permit students to explore topics and issues that they may confront while completing a specific discipline (figure 2). Each session encourages safe interaction and involves discussions, self-reflective exercises, and/or role playing.

Evaluating the effectiveness of cultural competency training is the focus of ongoing research. What is the impact on patients?

Evaluating the effectiveness of cultural competency training is the focus of ongoing research. Are we actually decreasing health disparities with cultural competency education?

How are faculty and students that receive this training better prepared to take care of our diverse populations? Are we actually decreasing health disparities with cultural competency education?

All of these important questions remain to be answered over the next few years. In the meantime, our goal is to develop strategies through cultural competency education that build trust and promote social justice in alignment with quality health-care services.

Additional information about cultural competency and health disparities can be found at the UMDNJ Center for Cultural Competency Web site, www.umdnj.edu/culturalcompetency. ■

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Figure 2. Third-year clerkship-specific cultural competency sessions, UMDNJ–New Jersey Medical School

Clerkship	Topics	General Learning Objectives
Family Medicine	• Eliciting patients' perspectives on chronic disease • Social stressors and support networks • Cultural competency as a window into non-adherence • Complementary/alternative therapies	• Understand that patients and health-care professionals often have different perspectives, values, and beliefs about health and illness that can lead to conflict, further complicated by language barriers • Become familiar with issues and challenges important in caring for patients of different cultural backgrounds • Think about each patient as an individual, rather than using stereotypes about groups • Understand how discrimination and mistrust affect a patient's interaction with physicians and the health-care system • Refine communication and negotiation skills through ongoing instruction
OB/GYN	• Lesbian health issues • Female circumcision • Acculturation on health beliefs	
Pediatrics	• Negotiating the unique triadic pediatric doctor-patient relationship in a diverse population • The impact of family health beliefs on children's health	
Psychiatry	• Five components of cultural formulation • Cultural explanations of the individual's illness and help-seeking experience • Cultural aspects related to psychosocial environment and functioning • Cultural elements of the relationship between the individual and the clinician • Cultural assessment for diagnosis, treatment, and care	
Surgery	• Family decision making and withholding of information • Language barriers and communications • Acculturation on family dynamics/beliefs	
Medicine	• A focus on religious beliefs, spirituality, and negotiation	

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