

<b>Timeline:</b>	<b>What we've learned?</b>	<b>Initiatives &amp; Strategies</b>
<p><b>July 2007:</b> CT2010 Team gathers to determine content and objectives of cultural audit.</p> <p><b>Aug/Oct 2007</b> Cultural Audit created Assessment Survey Focus Groups Cultural Summit</p> <p><b>Nov/Dec 2007</b> Survey administered to the faculty, staff, students, and spouses of MHGS.</p> <p><b>Jan/March 2008</b> Results of survey collected</p> <p><b>March/May 2008</b> Focus Groups met</p> <p><b>June 24, 2008</b> Cultural Summit</p> <p><b>July 2008-June 2009 -</b> Implementation of short term (6-12mo) initiatives</p> <p><b>July 2009</b> Implementation of long term strategies into institutional strategic plan (given financial constraints, the strategic plan was delayed until July 2009)</p>	<p><b>Strengths</b></p> <p>1.) Students and spouses perceive MHGS as valuing women based on conversations that occur in and outside the classroom, inclusion in curriculum, and non-token representation within faculty and leadership.</p> <p>2.) There exists within faculty, staff, students, and spouses a deep desire and ability to work together generatively to overcome challenges.</p> <p>3.) Faculty, staff, students, and spouses are aware of the need and the challenges MHGS faces with regards to engaging difference.</p> <p>4.) There is great willingness amongst faculty, staff, students, and spouses to work toward acquiring the skills and abilities to build a culture that "engages differences" well.</p> <p><b>Opportunities</b></p> <p>1.) The primary areas of concern with regard to engaging difference at MHGS are: age, race/ethnicity, socioeconomic status, &amp; power and privilege.</p> <p>2.) Though willing, staff and faculty, in particular, need to be supported in their efforts to gain the skills and abilities to "engage difference" through diversity specific trainings, curriculum audits, and systems understandings.</p> <p>3.) Alongside of MHGS struggle to engage differences (specifically regarding people of color), there is a perception among students that, unless there is representation amongst faculty /staff and new classes and or curriculum are added, MHGS doesn't equip them to deal with local and global realities.</p> <p>4.) If the issue doesn't exist within classroom conversations (prompted by faculty) or curriculum, questions are provoked regarding MHGS's valuing of differences.</p> <p>5.) Typically, students are not aware of transference and counter-transference issues at play within the classroom and, thus, are limited by such awareness to effectively create a vibrant academic learning environment.</p> <p>6.) A clear and consistent vision of Spiritual Formation is lacking amongst all populations at MHGS</p> <p>7.) Staff and faculty are limited in their ability to engage differences amongst themselves as indicated by the following: if one holds a position of leadership, that position often outweighs other areas of difference that may exist and, thus, impact the relationship; conflict resolution is resisted; individuals are unaware of individual bias and perceptions at play when seeking to move toward problem solving.</p>	<p><b>Short-Term (6-12 mo.)</b></p> <p><b>1.) Academics: Continue efforts to hire faculty person of color; Expand class offerings to include increased cross-cultural training; Provide professional and curricular assistance to faculty with regard to engaging differences within the classroom</b></p> <p>- Dr. Caprice Hollins was hired as core faculty and internal diversity consultant in fall '08. As such, she will teach two additional classes pertaining to cross-cultural training. In addition, Dr Hollins will meet with faculty to assist in specific syllabus review, curriculum design, &amp; faculty conversation with regard to engaging difference.</p> <p><b>2.) Admissions: Continue to have older students and student of color available at prospective student weekends; Adjust interview process to include assessment of prospective students ability to engage difference;</b></p> <p>- Nov 08: At EMHGS Weekend, older students and students of color will be upfront and intentionally connected to specific prospective students</p> <p>- Beginning Jan 09: Seeking inclusion of cultural competency section to incoming student interviews, to include questions for all students regarding awareness of desire/ability to engage difference which will be assessed on a continuum by interviewers</p> <p>- June 09: Work toward the creation of specific systemic solutions to alert academic/OD depts of incoming students needing specific support.</p> <p><b>2.) OD: Communicate results of CT2010 to faculty, staff, students, and spouses; Provide professional assistance to staff and student leadership with regard to engaging difference; Utilize minority student voices at Orientation; Provide additional group support to students of color: Provide additional support in financial planning for students</b></p> <p>- July 08: Outcomes of audit publicized to entire MHGS Community and ongoing communication (once every 3 months) to CT2010 of progression of initiatives</p> <p>- Sept 08: Invited older students and students of color and to share of their experience at MHGS and presentation about engaging difference given</p> <p>- Beginning Sept 08: Paul Steinke will meet with dept. heads to assist strategic goal creation with regards to specific areas of engaging difference</p> <p>- Sept 08-June 09: Paul will help student leadership to create strategic initiatives for awareness and implementation into informal curricular aspects of student life.</p> <p>- Beginning Oct. 08: Twice per trimester dinner for students of color hosted by staff and students of color</p> <p>- Feb. 09: Paul Steinke and Dr. Hollins will work together to provide staff with introductory bias &amp; perception training</p> <p>- Feb. 09: Food &amp; Finances luncheons with Johanna Dwyer Phil Bishop</p> <p><b>3.) COO/President: Reconfigure executive leadership of MHGS to clarify reporting relationships and structures</b></p> <p>- Aug 08: Executive Leadership Team dissolved and department heads reconfigured and clarified</p> <p>- Sept. 08-June 09: Create and communicate governance design</p> <p><b>Long-Term (3-10 year) Strategies</b></p> <p>Given the delay in the institutional strategic plan, Paul Steinke and Dr. Hollins will be gathering a team to review and update long-term strategies for implementation into the strategic planning process in July 2009</p>

