



Particularity *and* Inclusion: The Presence of Ecocultural Niches and its Implications for Diversity in Mennonite Higher Education

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CITL Center for Intercultural
Teaching and Learning



Particularity & Inclusion – Diversity Work and Mennonite Higher Education

- **Learning Objectives** (*Through this Presentation participants will be able to...*)
 - Understand the concept of “*Intercultural Capital*” and consider its implications as a key behavioral / education objective.
 - Explore the process of ethnic identity awareness and reflect on the needs of students of color in addressing issues of ethnic identity.
 - Understand the concept of “*Ecocultural Niches*” and consider its implication for addressing issues of particularity and inclusion in higher education.
 - Examine the application of earlier concepts to the work of CITL at Goshen College.



Diversity & Christian Higher Education: Developing a Framework for the Conversation

- Starting Point.....
 - *What is the goal?*
 - *“Nobody can force the soul of a community [towards change]. The only possibility open is to create conditions [appropriate conditions] in which the community can freely develop and discover the ways that lead to redemption.” (Nouwen, 1998)*
 - *What is the behavioral / educational outcome that we want to see reflected in the lives of students?*
 - The development of *Intercultural Capital*
 - What is it? “The capacity to negotiate diverse racial/ethnic environments”. Responding to issues of belonging or marginalization. (Nuñez, 2009)



Diversity & Christian Higher Education: Developing a Framework for the Conversation

- The Process... (*How do we move forward?*)
 - Understanding of our Students of Color and the Process of Ethnic Identity Awareness
 - William Cross – Theory of Nigrescence
 - Preencounter Assimilation
 - Encounter Stage
 - Immersion-Emersion Stage
 - Internalization



Diversity & Christian Higher Education: Developing a Framework for the Conversation

- The Process... (*How do we move forward?*)
 - Understanding of our Students of Color and the Process of Ethnic Identity Awareness
 - Jean Phinney's Theory on Ethnic Identity
 - Unexamined Ethnic Identity Stage
 - Exploration Stage
 - Achieved Identity Stage

Ethnic Identity Development and Postsecondary Education

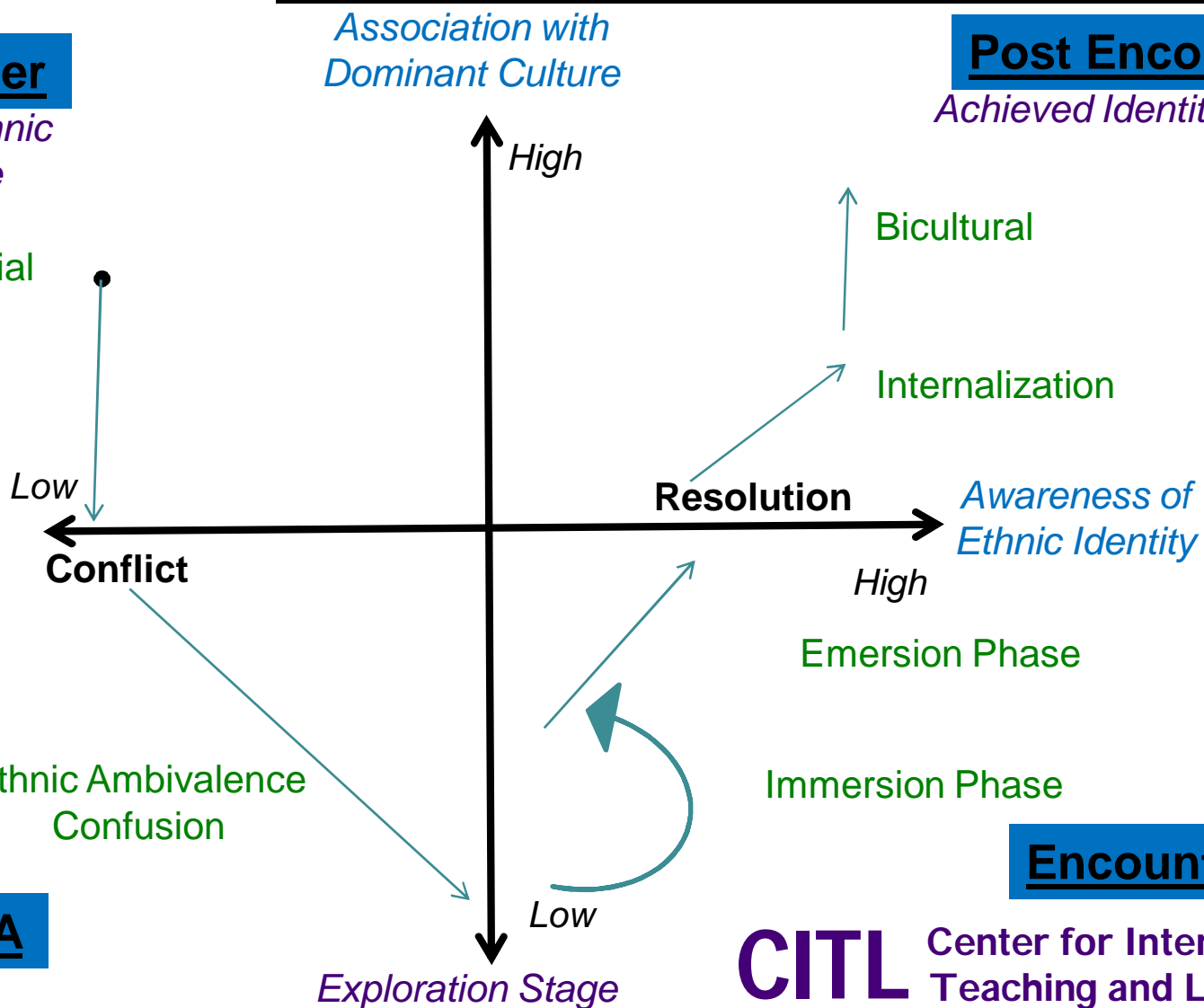
Pre Encounter

Unexamined Ethnic Identity Stage

Post Encounter

Achieved Identity State

Ethnic Denial



Encounter A

Encounter B



Application of Phinney's Work to Educational Achievement



Application of Phinney's Work to Educational Achievement



Diversity & Christian Higher Education: Developing a Framework for the Conversation

- Response to the Process... (*Developing a Platform*)
 - *Encouraging the Development of Ecocultural niches on Campus.*
 - *Definition – It refers to a social phenomenon where structural forces and environmental conditions combine with cultural beliefs in particular context and guide people’s choices and activities (as cited by Auerbach, 2006). Ecocultural niches are these places where these social and cultural factors intersect.*



Diversity & Christian Higher Education: Developing a Framework for the Conversation

- **Intervention ... (Development of Intercultural Capital Through....)**
 - Sources and forms of Social Capital that support Academic Achievement (as cited by Nuñez, 2009)
 - “Funds of Knowledge”
 - Information and behaviors helpful in navigating the educational system.
 - “Emotional and Moral Support”
 - Offering affective and encouragement with relationship to schooling.
 - “Development of Civic Engagement”
 - A felt sense of obligation to give back to the community, as well as engagement in giving back to the community through participation in community service activities.
 - Engagement in community service has been found to be associated with increased sense of belonging in college among Latino students (as cited by Nuñez, 2009).



Application: CITL & the Experience of Latino Students at Goshen College

- What is CITL?
- How are these Concepts Present in our Interventions and Programming?



Participate in an internship
Blog twice monthly, Focus:
promoting intercultural
awareness in the workplace
Participate in year-end
retreat & reflection

**Accepted to
Goshen
College**

Student Academic
Leadership
Training (SALT)

4th year
**"It's about your
world"**

Receive training to work as a mentor
with younger students (high school or
1st-years)
Volunteer in specific areas:
admissions, CITL, or other
Begin monthly blog assignment about
volunteer work
Meet monthly as cohort

First Year
"It's about you"

1st/3rd Mondays
Explore Ethnic Identity through *Mi Gente*
Explore Leadership through *Goals for the
Future*
Peer Mentoring-Two junior CITL students
Club participation

3rd year
**"It's about your
community"**

Meet to set academic goals
Participate in MAO Leadership
seminar
Continue participation in campus
activities; seek leadership
opportunities
Mentor first year students in spring-
semester leadership event

2nd year
"It's about your campus"

CITL Center for Intercultural
Teaching and Learning



CITL Year One: “It’s about YOU.”

Students will explore ethnic identity and will develop leadership skills.

Students will develop college-level academic competencies and, through participation in clubs and CITL activities, nurture a sense of membership in the campus community.

Funds of Knowledge
Emotional and Moral Support



Year Two: “It’s about your campus.”

Students will contribute positively to the campus through leadership, participation in campus events, and strong academic performance.

Students will continue to foster their sense of membership in the institution.

Funds of Knowledge

Development of Civic Engagement



Year Three: **“It’s about your community.”**

Students will develop servant leadership skills through a partnership with the Admissions Office and the CITL office.

Students will formally reflect on their experiences at Goshen College through a CITL blog.

Funds of Knowledge

Development of Civic Engagement



Year Four: “It’s about your world.”

Students will prepare to be change agents in their selected fields through an internship and related reflections.

Development of Civic Engagement



References

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Guiffrida, D. A. (2009). "Theories of Human Development that Enhance an Understanding of the College Transition Process." Teachers College Record Volume 111 Number 10, 2009, p. 5-6
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Nouwen, H. J. (1998). Beyond the Manipulation of Structures: Organizing, The Christian Agent of Social Change. In H. Nouwen, *Spirituality and Ministry* (Revised and Compiled ed., pp. 65-79). New York, NY: The Continuum Publishing Company.

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