Glossary of Terms

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

INTERCULTURALISM
Interculturalism is sharing and learning across cultures that promotes understanding, equality, harmony and justice in a diverse society (Loyola Marymount University, 1990).

INCLUSIVE EXCELLENCE
Inclusive excellence re-visions both quality and diversity. It reflects a striving for excellence in higher education that has been made more inclusive by decades of work to infuse diversity into recruiting, admissions, and hiring; into the curriculum and co-curriculum; and into administrative structures and practices (Clayton-Pederson, O’Neill, & Musil, n.d.).

EQUITY
Equity is the point at which a particular ethnic group’s representation across all academic indicators such as majors, programs, honors, retention, graduation and degrees awarded are equal to the group’s representation in the student body (LMU, 1990; Bensimon, 2004).
Office of Intercultural Affairs Strategic Plan 2008-2013

helping Loyola Marymount University move toward inclusive excellence

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

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

APPROACH
In an effort to help LMU move toward inclusive excellence, the office uses theoretically sound and evidence-based, faculty-, staff- and student-led initiatives to educate and inform the campus community, reduce inequities in educational outcomes, expose students to an inclusive curriculum and pedagogy, and sustain an environment wherein all constituents can thrive and succeed.

STRATEGIC GOALS & INITIATIVES
The following strategic goals and initiatives reflect the educational benefits of diversity and inclusion in higher education.

Goal 1: Inclusive Excellence
Promote, coordinate, monitor and enhance interculturalism and diversity in all areas of the university

Initiatives:
- Intercultural Advisory Committee
- University Intercultural Council
- Intercultural Student Advisory Committee

Goal 2: Inclusive Work & Learning Environment
Provide avenues for individual and organizational change that enhance the academic, residential and employment environments by advocating for the well-being and success of all members of the campus community

Initiatives:
- Campus Climate & Intergroup Relations Project
- Recruiting Faculty for Mission
- Recruiting Staff for Mission
- Faculty Retention Toolkit
- Faculty Exit Survey
- Executive Level Diversity Project
- Ethnic Minority & Gay/Straight Faculty/Staff Network
- Data Speaks

Goal 3: Inclusive Curriculum
Advocate for the design and implementation of a curriculum that is inclusive of multiple perspectives and styles of pedagogy that prepares students to be successful in a changing world and increasingly competitive marketplace

Initiatives:
- Upper Division Course Transformation Project
- Pedagogy Workshops: A Program on Inclusive Teaching

Goal 4: Education Equity & Accountability
Collaborate with faculty, staff and students to achieve educational equity while sustaining a universitywide system of accountability for interculturalism and diversity

Initiatives:
- Equity Scorecard
- Faculty Profile
- Academic Community of Excellence (ACE)

Goal 5: Advocacy & Support
Advocate for the elimination of institutional barriers that can impede the advancement of some members of our campus community and support institutional practices that promote equitable progress

Initiative:
- Ombuds Services for Employees

Goal 6: Research & Scholarship
Identify trends and issues related to educational equity and analyze institutional data to determine whether these issues impact the LMU campus community. Publish journal articles, conference papers, book chapters, books, monographs and internal reports to extend the body of knowledge

Initiative:
- Diversity Writing Team

Abbie Robinson-Armstrong, Ph.D.
Vice President for Intercultural Affairs

Abbie Robinson-Armstrong has a distinguished record of teaching, research, service, and leadership in public and private colleges and universities in the United States and Canada. In her current position as vice president for intercultural affairs at Loyola Marymount University, Robinson-Armstrong articulates vision and serves as a catalyst for the design, implementation, and evaluation of faculty, staff- and student-led initiatives that support the university’s mission.

Robinson-Armstrong holds a Ph.D. in Higher Education from the University of Toledo; a M.S. from Indiana University-Bloomington, and a B.S. from the University of Indianapolis.

Her research touches on a variety of topics related to higher education including access to colleges and universities, campus climate, faculty recruitment and retention, educational equity, and the ways in which predominantly white institutions impact underrepresented students and faculty. Robinson-Armstrong is the author of eight books, abstracts, and journal articles. A sampling of her publications include: with Derenda King, Mathew Fissinger and David Killoran, The Equity Scorecard: An Effective Tool for Assessing Diversity Initiatives, The International Journal of Diversity in Organisations, Communities and Nations, Volume 8, 2008, p. 31-39; with Derenda King, Mathew Fissinger and Lori Harrison-Reyes, Creating Institutional Transformation Using the Equity Scorecard, Diversity Digest, Volume 10, Number 2, 2007, p. 7-8; with Robert Caro, S.J., Double Whammy at LMU: Recruiting and Hiring for Diversity and Religious Identity, Connections, Association of Jesuit Colleges and Universities, Volume 6, Number 6, February 2006; Using Academic Journals to Promote the Development of Independent Thinking and Writing Skills, Journal of College and Adult Reading and Learning, Volume 1: October 1991, p. 21–30.

Nationally, Robinson-Armstrong serves on the board of directors of the National Association of Diversity Officers in Higher Education (NADOHE). She is on the editorial board of the Journal of Diversity in Higher Education, and regularly referees other higher education journals. She is also an active member of the Association for the Study of Higher Education (ASHE).

Robinson-Armstrong is an Honorary Member of Alpha Sigma NU, the National Jesuit Honor Society. Other honors include: National Science Foundation’s Presidential Award for Excellence in Science, Mathematics, Engineering and Mentoring that included a commemororative certificate from President Clinton and a $10,000 grant; Award of Appreciation from the Black Family at LMU; Award of Appreciation from the LGBT Community at LMU; Special Service Award from the Culver City Lions; Wright State University’s President’s Award for Outstanding Volunteerism; Wright State University’s President’s Award for Outstanding Individual Service; University of Toledo’s John H. Russell Scholarship; and Senate of the Commonwealth of Kentucky’s Award of Appreciation.