Cultural Diversity Policies on Campuses:
A Comparative Study of Seoul National University and Rutgers, The State University of New Jersey

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Abstract

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The world has become a society where people of various nationalities must live together at a rapid pace of internationalization. Considering that Korea is rapidly becoming global, it is inevitable to consider the diversity of its citizens. A university campus is an important space to be considered as a starting point for understanding and harmonizing various cultures. This is why many people perceive higher education as a vehicle for producing, circulating, and distributing cultural norms, values, and beliefs. This qualitative study compares and analyzes the contents of policies related to cultural diversity for foreign students at Seoul National University and Rutgers University. It analyzes the causes for differences between the two universities with respect to cultural diversity and suggests policy directions for Seoul National University to move forward. This study may contribute to raising awareness of the importance and need of diversity values on campus. It can be seen as the beginning of an important discussion about how Seoul National University can work to create a support environment for all members of the university community.

In order to gain a better understanding of cultural diversity policy of the two universities, interviews were conducted with staff members who deal with diversity issues and students of the two universities. In addition, each university's research results, statistics related to diversity, reports, and websites were used for the secondary data. In this study, the diversity policies of the two universities were classified into four types namely, Structural Diversity, Class Diversity, Informal Interaction Diversity, and Institutionalization of Cultural Diversity as analytical tool which is based on the conceptual attributes of cultural diversity.

Each policy was compared and analyzed to identify important factors to promote the university's cultural diversity policy. Diversity leadership at universities can be an important driver of diversity policies and it can be implemented in all areas of education, research, and

administration of universities only if the leaders of the organization are fully aware of the value of diversity and have a strong willingness to share these values among community members. The linguistic environmental factors of the university can be particularly advantageous for expanding structural diversity. In addition, as an important factor for Class Diversity, it is an element that needs attention to lectures in foreign languages and efforts to expand information access. The composition and connection activities of various communities, which are the factors that can strengthen the Structural Diversity, were analyzed as an important element for representing minority groups and promoting communication and understanding among members.

Accessibility of programs, which is the strengthening element of Informal Interaction Diversity, can be driven by efforts to provide language services for foreign members and to provide a single platform for easy access to various program information. Regular and systematic Value Awareness Programs, another crucial element of Informal Interaction Diversity, were identified as an important factor for the perception of diversity values of campus members. In terms of Institutionalization of Cultural Diversity, defining and sharing Core Values of diversity is seen as a facilitating factor in recognizing diversity values and revitalizing diversity policies. Two more important facilitators of Institutionalization of Cultural Diversity are a systematic main engine for diversity, and linkage and collaboration between institutions. The systematic organization of a main engine and the input of personnel and budgets could enable the establishment of linkage and collaboration between institutions, which will eventually contribute to the formation of an inclusive university community.

Promoting cross-cultural dialogue and cooperation is one of the most pressing issues of our time. Academic excellence through diversity and inclusion is a key part of higher education institutions. This is because diversity broadens individuals' perspectives and strengthens their education as they interact and collaborate with themselves and others. Therefore, higher education institutions should strive to create a space for groups that are prone to marginalization, and to promote meaningful and positive interactions between diverse individuals and communities.

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List of Abbreviations

BTAA	Big Ten Academic Alliance
DDICE	Division of Diversity, Inclusion, and Community Engagement
HRC	The Herbert and Leonard Littman Families Holocaust Resource Center
IRW	Institute for Research on Women
ISP	International Summer Program
Korea	Republic of Korea
OIA	Office of International Affairs
Rutgers	Rutgers, The State University of New Jersey
SNU	Seoul National University
SISA	SNU International Student Association
STEM	Science, Technology, Engineering, Mathematics
SWP	SNU in the World Programs
TF	Tenure-track Faculty
THE	Times Higher Education World Reputation Rankings (U.K.)

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Chapter I. INTRODUCTION

1.1 Background of the Research

The world has become a society where people of various nationalities have to live together at a rapid pace of internationalization. As a result, there are many problems to be solved following various social problems, and there is also a need to prepare a social system and enact related laws. Even in the United Kingdom, France, and New Zealand, which were considered terror-free safe zones, the recent frequent incidents of terrorism can be attributed to the lack of understanding of their respective cultures and religions.

A university campus is an important space to be considered as a starting point for understanding and harmonizing various cultures. Many people recognize higher education as a vehicle for producing, circulating, and distributing cultural norms, values, and beliefs (Stevens, Armstrong, and Arum, 2008). Many prior studies have suggested that recognizing and considering the diversity of members in universities affects individual competencies and social or even global harmony after graduation. Some researchers have suggested that diversity enriches higher education and contributes to the capacity that our students develop for living in a multicultural and interdependent world (Bell and Hartmann, 2007; Berrey, 2015).

There are relatively many overseas studies related to diversity in universities such as racial inequality, effects of diversity on academic performance. On the other hand, multicultural policy studies on educational and social aspects have been active in Korea due to the increase of multicultural families in Korea, but research on diversity policy for various members in the university or workplace seems to be needed more. Perhaps we can find the reason why diversity research is not yet active in Korea, such as the fact that Korea is not an English-speaking country and still has a characteristic of a homogeneous nation.

Korea has historically experienced coexistence or blending with various races, but has maintained relatively similar language, history, and cultural characteristics for a long time. This means that Koreans have yet to experience a multicultural society on a daily basis, and that social conflicts due to racial issues have not begun in earnest (Kim, Kyung-sik, et al., 2012). However, considering that Korea is rapidly becoming global, it is inevitable to consider the

diversity of its citizens.

Since the 1990s, Korea, like other countries, has been rapidly moving into a multi-ethnic, multicultural society, and this has become an irreversible trend. Just as goods and capital move across borders, it is inevitable that people move in search of living quarters (Kwon, Oh-Hyun, et al., 2013). The number of foreigners staying in Korea, which stood at just over 100,000 until 1994, exceeded 1 million in 2007, and the figure more than doubled to 2.05 million in 2016. According to statistics from the Ministry of Justice, the number of foreigners reached 2.37 million as of December 2018. It is still 4.6 % of the total population, but if this rapid increase continues, it is easy to predict what our society will look like in the near future, and we need to prepare for it.

In today's Korean society, the internationalization of universities is an inevitable choice due to changes in the environment both inside and outside of universities, driven by very complex factors such as increased international competition due to the evaluation of global university rankings, the increase of student's international movement, the rise of Asian universities as an importer of foreign students, the decline of the population of Korean students and the university financial crisis, and the demand for global human resources.

Knight (2008) defined the internationalization of higher education as 'a multi-faceted and multidirectional process that integrates international, cultural, and global features into the core functions of universities, such as the objectives of higher education institutions and systems, education (learning), research, and service provision of colleges'. The meaning of such internationalization suggests that it should be accompanied by a rise in the proportion of foreigners and the expansion of international exchanges among its members, as well as reform of the university's management system, such as curriculum and university administration. In other words, internationalization should be multi-layered. For example, the internationalization of institutions, the internationalization of members, and the internationalization of awareness and culture should be considered together.

The noticeable increase in the number of foreign students at Korean universities came as the government came up with a "Study Korea Project" in 2004. According to the Ministry of Education, the number of foreign students in South Korea had remained at 80,000 until 2014, but increased rapidly from 2015 to 140,000 in 2018. Recently, the number of foreign professors

has increased threefold due to the government's higher education policy, and some universities have promoted the establishment of a global campus. However, it is important to note that there is a large deviation in the internationalization stage of individual universities, and that there is a delay in the improvement of systems and organizational culture that can support diversity of members (SNU Diversity Report 2017).

With this social need, Seoul National University (SNU) launched the SNU Diversity Council, a presidential advisory body, in March 2016, and publishes diversity reports every year and conducts various policy research and forums for university diversity. SNU is the first university in Korea to have a dedicated organization for the diversity of university members. An attempt to recognize the importance of diversity and to understand and improve the current state of diversity at SNU is seen as an important turning point for active diversity policies. For example, legislative changes in the United Kingdom redefined diversity as a positive duty. Then, universities institutionalized diversity by writing policies, forming committees, and developing new positions (Ahmed, 2012).

1.2 Purpose of the Research

This study aims to examine cultural diversity policies of SNU and Rutgers by investigating and comparing the present status of cultural diversity policies for foreign students. The United States is a representative country made up of immigrants and a country where citizens of various cultures have to live together. In order for people with different backgrounds to live together, it is necessary to make various rules that must be followed. If they do not respect the differences and those rules, they cannot coexist. In this sense, it can be seen that it is very meaningful to look at what policies American universities are implementing to respect the diversity of their members.

Rutgers, The State University of New Jersey (Rutgers) is a leading national research university. Rutgers is located in New Jersey, one of the most diverse states in the nation, and possesses a student body that is more diverse than that of many Big Ten Academic Alliance (BTAA)[1]

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[1] Big Ten Academic Alliance (BTAA): The Big Ten Academic Alliance is an academic consortium of the 14 institutions that are members of the Big Ten Conference. All institutions except the University of Nebraska-Lincoln are also members of the Association of American Universities

institutions. According to the US News Rankings (2020) of Campus Ethnic Diversity at national universities, Rutgers (Newark) had the third highest diversity index and Rutgers (New Brunswick) ranked 33rd. Rutgers University also has the advantage of being located near New York city, so many international students come to study and research. More than 70,000 students are from all 50 states of USA and more than 125 countries.

Rutgers draws strength from the rich variety of perspectives and life experiences within the community. They make efforts for enhancing diversity and inclusion in recruitment, retention, curriculum, research and community engagement across the university whole community. The university also works to expand and strengthen their partnerships with the external community to support their institutional goals of inclusion and equity in those relationships. Promoting diversity and fostering a climate of inclusion are key pillars of the Rutgers University-wide strategic plans. Therefore, it is thought that SNU can refer to Rutgers University to find out how SNU will develop diversity policies for its various members in the future. Thus, this study draws policy implications for SNU by examining and comparing cultural diversity policies and programs for foreign students of SNU and Rutgers.

This study may contribute to raising awareness of the importance and need of diversity values on campus, and can be seen as an important conversation on how Seoul National University can work toward creating a supportive environment for all members of the university community. In the long run, this study could be a stimulus to create a more systematic infrastructure for university diversity.

(https://www.btaa.org).

Chapter II. LITERATURE REVIEW

2.1 Understanding Diversity

Diversity has been an evolving concept. The term is both specific (focused on an individual) and contextual (defined through societal constructs) (Sarah Moore, 1999). Many current writers define diversity as any significant difference that distinguishes one individual from another—a description that covers a broad range of obvious and hidden qualities (Patricia A. Kreitz, 2008). Generally, researchers organize diversity characteristics into four areas: personality (e.g., traits, skills, and abilities), internal characteristics (e.g., gender, race, ethnicity, intelligence, sexual orientation), external characteristics (e.g., culture, nationality, religion, marital or parental status), and organizational characteristics (e.g., position, department, union/nonunion), (Patricia Digh, 1998).

Table 2. 1 Dimensions of Diversity

Primary dimensions	Secondary dimensions	Tertiary dimensions
• Race • Ethnicity • Gender • Age • Disability	• Religion • Culture • Sexual orientation • Thinking style • Geographic origin • Family status • Lifestyle • Economic status • Political orientation • Work experience • Education • Language • Nationality	• Beliefs • Assumptions • Perceptions • Attitudes • Feelings • Values • Group norms

Source: based on R. Rijamampinina, T. Carmichael, A Pragmatic and Holistic Approach to Managing Diversity. Problems and Perspectives in Management, 1/2005, p. 109.

Table 2.1 indicates that diversity has many dimensions. The primary dimensions shape our basic self-image as well as our fundamental world views. Additionally, they have the most impact on groups in the workplace and society. Secondary dimensions of diversity are less visible, exert a more variable influence on personal identity and add a more subtle richness to

the primary dimensions of diversity. The tertiary dimensions are often the core of individual identity and lie deeper below the surface. It is the vast array of qualities that lie beneath the surface that provides the real essence of diversity to be tapped into, and these have not until recently been acknowledged (Loden & Rosener, 1991; Arredondo, 2004).

The dimensions interact with and influence one another, and emerge or are displayed differently in different contexts, environments and circumstances, making analysis and management complex. Race, for example, may be more dominant than age in a certain social situation, but may be less dominant than education in a work context. Thus, the position and dominance of each dimension are not static, but dynamic, making the concept of diversity more complex (Barbara Mazur, 2010).

As such, diversity implies many meanings and makes various definitions according to the researcher's perspective. In this study, diversity is defined as 'various experiences, values, patterns of behavior, or social characteristics arising from differences such as gender, nationality, physical condition, financial situation, and social status' (This definition is specified in the regulations of the SNU Diversity Council).

2.2 Toolbox Approach to Diversity

Scott E. Page (2007) defined a cognitive diversity in four frames as ways to capture it and represented the lumps of these four frames as a person's toolbox. Using this toolbox, he tried to explain how toolbox diversity produces benefits.

Four formal frameworks for capturing cognitive diversity
Diverse perspectives: ways of representing situations and problems
Diverse Interpretations: ways of categorizing or partitioning perspectives
Diverse Heuristics: ways of generating solutions to problems
Diverse Predictive Models: ways of inferring cause and effect

The first framework captures the idea that people have diverse perspectives. Perspectives provide one framework for how people see the world differently. Perspectives represent solutions to a problem. A second framework, interpretations highlights the different categories people use to classify events, outcomes, and situations. For example, one financial analyst

might categorize companies by their equity value, while another might categorize them by industry. Interpretations create many-to-one mappings from the set of alternatives that form categories.

A third framework captures the different tools people use to solve problems. Heuristics can range in sophistication from simple rules of thumb - if it is bleeding put a bandage on it; no blood, no foul - to sophisticated analytic techniques such as Fourier analysis or wavelet transforms. The fourth framework for capturing cognitive diversity, predictive models, describes causal relationships between objects or events. Predictive models serve as a shorthand to make senses of the world.

These formal ways of capturing diversity we then lump together and call them a person's toolbox. If we combine perspectives, interpretations, heuristics, and predictive models, we create cognitive toolboxes. These toolboxes provide a new way to think about intelligence and ability. Toolboxes change how we conceive of intelligences and how we compare them. That is how we think of people's capabilities – as their collections of tools. We then use this toolbox framework to explore if, why, how, and when toolbox diversity produces benefits.

2.3 Rationale of Diversity on Campus

In modern society, the importance of diversity is increasingly emphasized. This is because understanding, tolerance, and respect for all is a basic requirement of a fair society, and it is the only way to address the increasingly serious problems of division and conflict. Also, because people make the best use of their abilities when they know that they are respected members of a fair society, respect for diversity is necessary for society's development.

However, there are two reasons why diversity is especially important in a university community. First, the origin of the creativity that universities strive for. When people with diverse abilities and experiences gather together, offer endlessly varying viewpoints, and take on diverse challenges, and new ideas, and discoveries become possible. Second, universities have a responsibility to train future leaders. Students must learn forward-looking values at a university so that, after graduating, they can lead the development of the society to which they belong. A belief in respect for diversity, which makes them consider and show regard for the viewpoints of others, is core among these. Thus, creating a university community in which

diverse people of talent are actively welcomed and everyone receives respect is a way to seek academic excellence and develop talented people who will contribute to the harmony and development of society (SNU Diversity Report 2016). Therefore, it is a way to pursue academic excellence and contribute to the harmony and development of society by actively accepting various talented people and building a university society where everyone is respected.

The university is also a place to train teachers. It is necessary for prospective teachers to develop their multicultural capabilities to actively cope with the changing school and classroom environment into an increasingly multicultural space. In order to guide students to develop the right life in a social environment with increasing cultural diversity, it is most important for teachers to have multicultural perceptions and abilities from their university days (Kwon, Oh-Hyun, et al., 2013).

Research on diversity experience in higher education is categorized into three types: structural diversity, class diversity, and diversity of informal interactions (Bowman, 2010; Denson, 2009; Gurin et al., 2002; Parker & Pascarella, 2013). That is, structural diversity is represented by the composition ratio of various groups on the campus, and the diversity of the class includes not only the diverse groups in the class, but also the class process is constructed to help recognizing and understanding of diversity. Diversity of informal interactions is a concept that involves both quality and quantity interacting with peer groups from different backgrounds in and out of the classroom (Park, Sumee, Ko, Jang Wan, 2015).

Diversity experience is an achievement of higher education, and the results of studies show that practical thinking activity, problem solving ability, pluralism tendency, leadership, cultural awareness and understanding, civic consciousness and cognitive development are high (Gurin et al., 2002; Loes et al., 2012; Parker & Pascarella, 2013). In particular, the experience of diversity in informal interactions is reported to enhance critical thinking and socially responsible leadership (Parker & Pascarella, 2013; Pascarella et al., 2014).

2.4 Cultural Diversity

Culture has many definitions based on the theoretical basis of various perspectives, depending

on the differences in social thought, values, and behavior patterns. In 2002, UNESCO defined culture as unique mental, material, and intellectual characteristics of art, literature, lifestyle, inquilinism, values, traditions, beliefs, etc. Cultural diversity encompasses cultural differences between people, such as language, clothing, traditions, ways of forming society, notions of morality and religion, and interactions with the surroundings (Kim, Kyung-sik, et al., 2012).

2.4.1 Theoretical Background of Cultural Diversity

Multiculturalism

A multicultural society refers not only to a society composed of diverse cultures, but also to a society composed of multiculturalism, an ideology of the multicultural society (Kim, Kyung-sik, et al., 2012). Taylor (1992) argued that 'multiculturalism' is a 'politics of recognition' in which the majority of cultural groups recognize minority groups as groups of equal value.

The goal of multiculturalism is to resolve conflicts such as political integration, national integration, and social integration, and to prevent isolation and alienation of ethnic minorities and groups through equality of opportunities and outcomes (Jung, Gap-young, et al., 2004: 16-17). Lee, Dong-sung, et al., (2013) regarded the purpose of multicultural education, which emphasizes compensation education and a reciprocal approach for minorities, as "passive" multiculturalism. On the other hand, the purpose of multicultural education, which aims to set both minorities and majorities as targets of education, to seek mutually reciprocal and interdependent approach, and to eliminate structural social inequalities and discrimination, is classified as 'active' multiculturalism. In the end, the purpose of cultural diversity should be the same as active multiculturalism.

Interculturalism

Recently, European educators prefer interculturalism rather than multiculturalism, based on a more critical and interactive view of culture and identity (Keast, 2006: 28). Interculturalism recognized the value of diversity, emphasized democratic governance based on respect for human rights and freedom, and emphasized democratic citizenship and participation in which the core role of local governments is considered important. Interculturalism also emphasizes teaching and learning that can cultivate cultural competence that focuses on education,

establishes conditions for promoting intercultural dialogue, and emphasizes intercultural dialogue in international relations (Obuljen, 2008:16-17). This interculturalism is a process of promoting and encouraging interaction between different cultures (Arts Council, 2010: 10).

Multiculturalism and interculturalism are not opposed or conflicting concepts. Both concepts are policy ideologies to cope with the environment of cultural diversity, recognizing each inherent cultural value, and pursuing policy consideration for minority groups. However, the two only deal with cultural diversity in different ways. In other words, from the point of view of interculturalism, multiculturalism gives priority to group in relation of group and individual. That is to say, the identity of the group precedes the identity of the individual because it sees the group as a homogeneous entity. Thus, at this point, multiculturalism is at risk of tending to downplay the diversity of individuals within a group.

For this reason, Europeans prefer interculturalism that prioritizes individuals over the group. The important thing in interculturalism is the 'other', not the collective culture. Therefore, at this point of view, we do not confine other people or migrants in their type of ethnicity. This is because cultural differences do not exist in a static and objective manner, but rather through the constant dynamic relationship between the two entities that give meaning. If multiculturalism identifies any fixed differences in culture, interculturalism is a demonstration of a dynamic awareness of culture (Kwon, Oh-Hyun, et al., 2013). In sum, table 2.2 shows the theoretical characteristics of cultural diversity in educational aspects.

Table 2. 2 Theoretical Characteristics of Cultural Diversity

Philosophical Premise	Human View	▪ Emphasis on heterogeneous and fluid identities
		▪ Moving from vertical power relations to horizontal power relations
	Social View	▪ Sublation of assimilation, the pursuit of social integration based on diversity.
		▪ Towards a community that is more dynamic than a static conjunctive.

Education Policy	Policy Target	▪ Both socio-cultural minorities and majorities
	Policy Direction	▪ Mutual reciprocity and interdependence are emphasized rather than unilateral aid
	Realization Method	▪ Microscopic approach rather than macroscopic approach, emphasis on daily life
		▪ Emphasize the strengths and ubiquity of cultural differences over one-off events
	Curriculum	▪ The pursuit of integrated curriculum rather than separate and additional curriculum
	Teaching Method	▪ Emphasize lifelong education, dialogue education and willingness to practice, including school education

Source: Lee, Dong-sung, et al. (2013)

National Policy Models for Minority Groups

If multiculturalism is classified on a social integration basis, it can be categorized as a assimilation model, exclusionary model, and multicultural model (Castles and Miller, 2003).

Assimilation Model

First, the assimilation model is also called the republican model or the imperial model. The core of this form is the demand for cultural assimilation in return for citizenship and political rights. The assimilation model aims to become a member of the mainstream society by completely abandoning the language, culture and social characteristics of the country from which the immigrants came from. It is a policy that recognizes immigrants who want to become part of their own societies as part of their society in exchange for cultural assimilation. The government helps immigrants acquire the language of the mainstream society and helps the children of immigrants get into regular schools so that assimilation go smoothly. In other words, assimilation is a policy that unilaterally integrates immigrants into the host country society. France, and the United Kingdom, for example, because countries that adopt this model have republican traditions or imperial experiences.

Exclusionary Model

Second, the exclusion model is ostracized when a political community of single ethnic groups faces challenges from minorities and their cultures, most of these countries do not recognize migrants as members of their society. The settlement of migrants is not acknowledged, and naturalization conditions are also very strict. The exclusionary model essentially blocks the settlement of unwanted foreigners by accepting immigrants only in certain economic areas, such as the 3D work market, and by not accepting immigration in social and political areas such as welfare benefits, nationality and citizenship, and the granting of suffrage. Countries such as Switzerland and Belgium, although historically not a single ethnic group, took the exclusionary model, and in the case of Germany, it naturally took this exclusionary model because it has historically walked the path of conquest, struggle, national division and reintegration.

Multicultural Model

Third, the multicultural model recognizes and encourages immigrants to keep their own culture, and sets policy goals in symbiosis, not in assimilation of minority into the mainstream society.

This model recognizes and encourages immigrants to keep their own culture. This is not a full assimilation of ethnic minorities but a policy aimed at 'coexistence', which is also referred to as the 'salad bowl', 'ethnic mosaic', or 'rainbow coalition' policy. Since the 1970s, Canadian, Australian and American societies have abandoned their previously sought-after assimilationist model and changed the method of integrating immigrants into multicultural models. The Multi-cultural model is a policy that coexist in a country with different cultures or values, different ethnic groups and their individual languages and habits. The multicultural model is interpreted as a national integration policy based on diversity in that it can prevent divisions and conflicts in society by recognizing the identities of other cultures, other languages, and pagan groups.

The three models above are ideal types, and in most countries, they are centered on one of these three types of policies and the other two are partly parallel. The three types are abstracts of the historical experience of individual countries, but one model is not superior to the other. However, over the past 20 years, multicultural models have been supported by many civic activists and scholars, and based on them, multiculturalism has been strengthened around the

world (Kim, Kyung-sik, et al., 2012).

Table 2. 3 National Policy Models for Minority Groups

	Assimilation model	Exclusionary model	Multicultural model
Characteristic	Recognition of citizenship based on cultural assimilation	Disapproval of citizenship to minorities	Recognition of cultural and political rights of minorities
Major countries	France	Switzerland, Belgium	Australia, Canada, the United States, Sweden
Social policy	Social policy to bring out assimilation, France's "threshold of tolerance" is an example	No separate social policy	Actively promoting policies in education, medical care and welfare

Source: Korea Research Institute for Human Settlements (KRIHS)

In Korea, it is believed that the Differential Exclusionary Model and the Assimilationist Model is being followed in parallel. In the long run, the application of the Multicultural Model method, which recognizes diverse cultures and integrates people into a society that can coexist, is expected to prevent social division and conflict (Kim, Meena, 2009).

2.4.2 Conceptual Elements of Cultural Diversity

Lee, Dong-sung, et al. (2013) presented the conceptual elements of cultural diversity educational aspects as three elements: the concept of cultural diversity itself, cultural competency, and cultural identity.

The Concept of Cultural Diversity Itself

The concept of cultural diversity can be seen as a value or approach. The concept of cultural diversity implies an inclusive society that has no social tension and discrimination based on differences, good relations between groups or communities, and equal opportunities. Cultural diversity also means separation from categorical thinking characterized by marginalization and

hierarchization of specific groups. On the one hand, the concept of diversity itself is a value-neutral, biological concept. However, from a sociocultural point of view, cultural diversity is never a value neutral concept and therefore needs to be considered in a special political, cultural and relational context (Arnesen, et al., 2008: 6-7).

In the "Convention for the Protection and Promotion of Diversity of Cultural Expressions" adopted at the 33rd UNESCO General Conference, cultural diversity is defined as "a variety of ways in which the culture of a group or society is expressed". In other words, cultural diversity acknowledges, protects and respects cultural specificity, while at the same time affirming and promoting values derived from cultural specificity (Lee, Dong-sung, et al., 2013).

Cultural Competency

Cultural competency refers to cultivating cognitive, affective, and practical competence for various cultural phenomena. The key components of these cultural competencies can be divided into five stages (NCCC, 2006). First, the valuation of cultural diversity. This step reflects the personal and cultural needs and values of particular cultural group members in various policy implementation. Second, cultural self-evaluation. Cultural self-evaluation is a stage in which each organization is conscious of premises and prejudices in culture and community, and clarifies actions to reduce such obstacles. Third, the dynamic management of differences. In other words, it is a step in managing the dynamics of cultural differences and promoting the interaction of different cultures. Fourth, the acquisition and institutionalization of cultural knowledge. All organizations inevitably encounter cultural differences, so this is a step that integrates the understanding of different cultures into social practice. Finally, applying to cultural context and diversity. This is the stage in which cultural knowledge is embodied in organization, policy, and practice.

Cultural Identity

Cultures that affect human interaction are more dynamic than static, and change over time (Ethnic Communities' Council of Victoria, 2006). Therefore, it can be seen that the members of a particular culture or ethnic group do not act or think only of their own unique and cultural background. Constructing multiple cultural identities recognizes an alternative way of life for others, including oneself, and encourages experimentation, diversity, imagination, and

creativity.

On the other hand, cultural identity has a close correlation with learners' academic achievement. Several educational studies have shown that inclusive and pluralistic cultural identities formed among minority group members are useful in motivating students to achieve academic achievement (Vedder, et al., 2006).

Chapter III. METHODS

3.1 Research Questions

This research seeks to answer the following questions:

a. How are cultural diversity policies for foreign students at Seoul National University different from those at Rutgers University?

b. What factors make the difference?

c. What are the policy directions Seoul National University should move forward in?

In this study, we would like to analyze and compare the content of cultural diversity policies for foreign students at SNU and Rutgers University. By analyzing the differences between the two universities and the factors making differences, policy directions that SNU should go forward in will be suggested.

3.2 Research Methodology

This study is qualitative research based on content analysis of university policy at SNU and at Rutgers. The sources of data for this research were from both primary and secondary data. For the primary data, interviews were conducted. The secondary data includes literature reviews, previous climate survey results of students, each university's research results, statistics related to diversity, reports, newsletters, brochures, and websites. This research time-frame is both cross-sectional and longitudinal and is based on aggregate data over the last a few years. A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. A case study research, through reports of past studies, allows the exploration and understanding of complex issues. This method can be considered a robust research method particularly when a holistic, in-depth investigation is required.

In order to gain a better understanding of cultural diversity policy of the two universities, interviews were conducted with some staff members who deal with diversity issues and students of the two universities. For selecting student interviewees, snowball sampling was

used as nonprobability sampling method. A total of 14 people were interviewed, with four employees, nine international students, and one local student. The students consisted of Asian, African, Middle East, and Asian Americans. The age of students ranged from the early 20s to the mid-30s, and it was diversely composed of undergraduate and graduate students (master's or doctoral students). Interview questionnaires consist of open-ended questions and there are two types of questionnaires for staff and students as shown in Appendix 3 (P79). The interview questionnaires for students consisted of questions that ask how much students perceive cultural diversity values and how much they experience positive diversity in classes and other activities on the campus. The method of the survey was Mixed-Mode Surveys both Face to Face Interview Surveys and Computer Assisted Self Interviews (E-mail Transmission of Questionnaires).

Through the staff interviews, we were able to listen to a chair's opinions about the ultimate value of diversity to be pursued in the future. In addition, it was possible to grasp the views and practical difficulties that staff members felt during the diversity work. Through the student interviews, it was possible to hear various opinions on the value of cultural diversity and cultural diversity policies of each university.

The elements of diversity have a wide range of factors, such as gender, race, sexual orientation, culture, nationality, religion, etc. In-depth study of each element in the future will be very helpful in suggesting the direction of diversity management policy in the organization. In this study, the focus is on culture among the factors of diversity and the target is focused on students. Faculty, researchers, and other factors of diversity that directly or indirectly impact students' education and campus life are also examined to analyze the two university's diversity policy.

3.3 Analytical Framework

The chapter II provided the review on related literature to this research. The main concept that was elaborated and used as analytical tool is the conceptual attributes of cultural diversity (Lee, Dong-sung, et al., 2013). In other words, we saw the factors for strengthening the policy of cultural diversity as the conceptual attributes of cultural diversity: the recognition of the value of cultural diversity, the cultural competency, and cultural identity. As noted earlier, cultural

diversity is an important concept for admitting and recognizing cultural differences among groups (Lee, Dong-sung, et al., 2013). Therefore, recognition of the value of cultural diversity can be regarded as a starting point for cultural diversity policy. In this study, the value recognition of cultural diversity was considered to be related to the multiculturalism of the university, and in order to identify this, the three types of diversity experiences in higher education, structural diversity, class diversity, and informal interaction diversity (Bowman, 2010; Denson, 2009; Gurin et al., 2002; Parker & Pascarella, 2013) were examined.

Cultural competency means harmonious behavior, attitude, and policy that can interact effectively in cultural situations (NCCC, 2006). Therefore, cultural competency can be regarded as the degree of institutionalization of the university's cultural diversity policy. The institutionalization of policies includes visions, regulations, departments dedicated to diversity, budget supports and programs related to cultural diversity. The emphasis of cultural competency is to realize the interdependence and acceptance of diversity, and equality (Crozier, 2001). In order to live a diversified society, it is necessary to strengthen the cultural competency of mutual understanding of others and other cultures (Ethnic Communities' Council of Victoria, 2006). These two factors, the recognition of the value of cultural diversity and the cultural competency, result in the formation of cultural identity of the members.

The question of national, cultural, religious, ethnic, linguistic, and gender identity is directly linked to the cultural identity that represents the beliefs and ways of life of individuals and groups. Cultural identity is a fluid, self-converting process, and comes from a multilayered context, and the plasticity of cultural identity following globalization reflects the complexity of people, goods and information. Therefore, people can choose specific identities according to cultural contexts, construct dual identities, and create heterogeneous hybrid identities (UNESCO, 2010). In general, several studies have shown that learners with multiple, inclusive cultural identities are more likely to exhibit higher academic performance than learners with a fixed and single cultural identity (Vedder, et al., 2006). As a result, a multiple cultural identity composition based on different cultural backgrounds not only contributes to the improvement of learners' academic performance, but also can be a prerequisite for strengthening the aforementioned cultural competencies (Lee, Dong-sung, et al., 2013).

Figure 3. 1 Research Framework
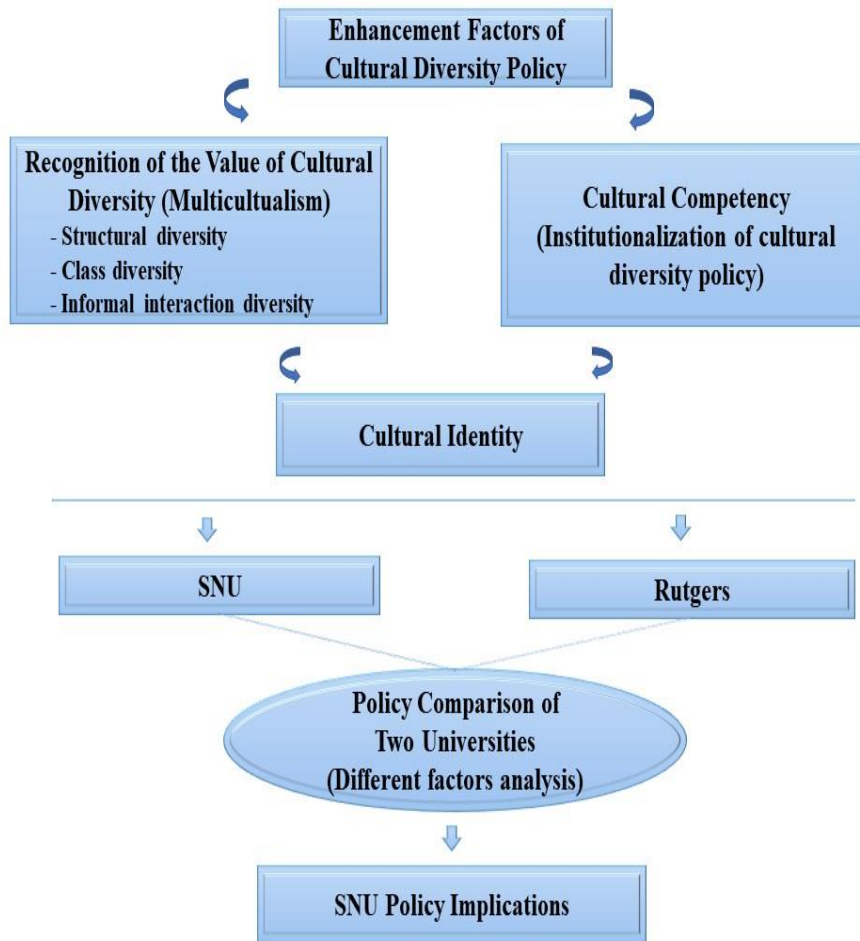
Seoul National University and Rutgers University research on cultural diversity policies are based on these factors. By comparing the policies of the two universities and analyzing the factors that represent the differences, SNU's future policy implications for cultural diversity can be derived. Figure 3.1 shows the framework proposed in this research.

3.4 Unit of Analysis and Variables in Research

The unit of analysis for this research is the cultural diversity policy of two universities, Seoul National University and Rutgers University. Each variable of the four types of diversity policy is as follows: the variables of the structural diversity policy include ratio of gender and foreigners, racial composition, and support programs for minorities, etc. For the class diversity,

academic courses and programs for diversity and inclusion, and courses taught in foreign languages were mainly examined. In case of informal interaction diversity, the variables are support programs for diverse students, cultural events and workshops, cultural awareness and education programs, global volunteer programs, and mentoring programs. Lastly, for the institutionalization of cultural diversity policy, visions or missions, regulations, departments dedicated to diversity policy, and programs related to cultural diversity were examined.

Chapter IV. POLICY COMPARISON AND ANALYSIS

4.1 Facts Overview of the Two Universities

4.1.1 Seoul National University

Seoul National University (SNU)'s origin has long history. Korean Emperor Gojong established the modern higher education system to promote the nation's independence and modernization in 1895. As this educational institution expanded, the government established the first national university under the name of Seoul National University in 1946. SNU community members had long been seeking true autonomy and finally changed its legal status to an incorporated entity in 2011. As a result, SNU has gained autonomy from government and enhanced its global competitiveness. SNU has multiple campuses in Seoul, Suwon, and PyeongChang and these campuses include 15 colleges, 1 graduate school, and 12 professional schools (SNU Website and Brochure). According to SNU statistical data, Seoul National University consists of 42,601 students (81.5%), 6,660 professors and researchers (12.7%), and 3,013 employees (5.8%) as of October 2018. SNU is a Korea's most prestigious university and one of the leading universities in the world. Global Standing of SNU is 37th in the world, 11th in Asia by QS World University Rankings as of 2019 and research is globally 13th in terms of SCI paper publications by NTU Ranking as of 2018.

According to the results of the SNU Diversity Climate Survey conducted as a planning and research project in 2016, ratings of the importance of each category related to campus diversity averaged more than 4 points ("somewhat or very important"), but average satisfaction with these same categories hovered at around just 3 points. Therefore, it shows that there is a lack of consideration for diversity compared to awareness. Also, regarding experiences of gender discrimination, not only female students but also female faculty and staff expressed concern about gender discrimination. The university should consider this concern and make efforts to improve the organizational culture. Therefore, the survey result shows that members' awareness of diversity is high, but in fact, it is analyzed that the efforts of the university are necessary for the positive diversity experiences of the members. It is also reported that there is a need to improve organizational culture due to high concerns over gender discrimination experiences.

4.1.2 Rutgers, The State University of New Jersey

Rutgers, The State University of New Jersey (Rutgers), is a leading national research university and the state of New Jersey's preeminent, comprehensive public institution of higher education. Rutgers University was established in 1766 and the university is the eighth oldest higher education institution in the United States. More than 70,000 students and 8,500 full- and part-time faculty and 14,900 full- and part-time staff learn, work, and serve the public at Rutgers locations across New Jersey (New Brunswick, Newark, and Camden) and around the world. These all campuses include 29 schools and colleges and nearly 300 research centers and institutes. Regarding university rankings, Rutgers (New Brunswick) is a top 1 leading public university in New Jersey, a top 25 public national university, and a top 100 world university by U.S. News & World Report as of 2019 (Rutgers Website).

The Task Force on inclusion and community values (2017) stated in a report that through the courageous activism of students and visionary interventions on the part of faculty and administrators, Rutgers is a more inclusive and diverse place today than it was when it was first established in 1776. The Civil Rights and Black Power Movements of the 1950s and 1960s had a profound impact on changing the demographic profile and intellectual climate at Rutgers. Departments such as Africana Studies and Latino and Caribbean Studies were institutionalized as a consequence of these struggles. Rutgers also has research centers and institutes whose central mission is closely aligned with the diversity mission of the institution, such as the Center for Race and Ethnicity, Institute for Research on Women, and the Centers for African Studies, Middle Eastern Studies and Latin American Studies (Rutgers Task Force Reports, 2017).

Black faculty and other faculty of color were subsequently hired, and the Rutgers campuses witnessed the growth of numerous programs designed to support diversity at Rutgers. Later initiatives, such as the Committee to Advance our Common Purposes, established in 1987, also served as a catalyst for change, offering path-breaking programs and encouraging intercultural dialogue through a variety of forums. From the publication of In Every Classroom: The Report of the President's Select Committee for Lesbian and Gay Concerns in 1989 to the establishment of the Center for Social Justice Education and LGBTQ Communities, Rutgers has been a trailblazer in creating programs and spaces to support LGBTQ students and to further social

justice training. As new generations of students come to the University, and bring their rich social, cultural, and religious experiences, Rutgers is attentive to create, grow and sustain intellectual spaces so that all students can learn from each other and contribute to the creation of a more inclusive and plural community (Rutgers Task Force Reports, 2017).

4.2 Recognition of the Value of Cultural Diversity: Multiculturalism

4.2.1 Structural Diversity (SNU)

Gender Ratio of SNU Members

The ratio of female students at Seoul National University was 36.3% for undergraduate students and 44.9% for graduate students, making the gender ratio of undergraduate students more unbalanced than graduate students as of 2018 as shown in Table 4.1.

Table 4. 1 Distribution of Female Students and Female Tenure-track Faculty (TF)

Undergraduate Students		Graduate Students		Female TF	
Total	Women	Total	Women	Total	Women
20,403	7,397	12,883	5,785	2,119	338
100.0	36.3	100.0	44.9	100.0	16.0

Source: SNU Diversity Report 2018 (as of October 1, 2018)

Table 4.2 shows that the proportion of female students in the STEM (Science, Technology, Engineering, Mathematics) field is generally low. Looking at the proportion of female students in the typical STEM field, the Engineering College is 13.0% undergraduates and 18.4% graduate students, the Department of Mathematics of Natural Science College is 5.2% undergraduates, 7.4% in graduate students, and the Department of Physics and Astronomy is 7.5% undergraduates and 13.0% graduate students. Gender bias in majors applies equally to male students' education. Looking at schools with less than 40.0% of male students, undergraduate programs include Nursing College (17.5%), Art College (25.9%), College of Life Science (33.1%), and Music College (38.5%). In the professional graduate schools, there are Graduate School of Health (32.5%), International Graduate School (34.0%), and Environmental Graduate School (39.1%) (SNU Diversity Report 2018). However, this male ratio can be confirmed to be a higher ratio compared to the field in which the proportion of female

students is low.

Table 4. 2 Proportions of Female Students and Female TF in each School and College

Schools & Colleges	Female TF % of Total			Female Students % of Total	
	No. of TF	No. of Female TF	%	Undergraduate	Graduate
College of Humanities	182	42	23.1	56.3	63.7
College of Social Sciences	136	26	19.1	39.6	59.4
College of Natural Sciences	231	22	9.5	19.9	27.9
College of Nursing	24	21	87.5	82.5	94.5
College of Business Administration/ Graduate School of Business	56	4	7.1	28.9	40.8
College of Engineering/ Graduate School of Engineering Practice	317	10	3.2	13.0	18.4
College of Agriculture & Life Sciences	119	7	5.9	32.9	48.2
College of Fine Arts	34	9	26.5	74.1	74.5
School of Law	57	8	14.0		44.7
College of Education	115	24	20.9	45.8	66.4
College of Human Ecology	32	27	84.4	66.9	91.0
College of Veterinary Medicine	43	4	9.3	51.2	48.5
College of Pharmacy	41	9	22.0	54.6	55.4
College of Music	38	18	47.4	61.5	75.4
School of Dentistry	97	20	20.6		42.2
College of Medicine/School of Medicine	435	71	16.3	34.0	44.3
College of Liberal Studies	9	–	–	40.4	
Graduate School of Public Health	26	5	19.2		67.5
Graduate School of Public Administration	27	2	7.4		44.6
Graduate School of Environmental Studies	24	4	16.7		60.9
Graduate School of International Studies	21	2	9.5		66.0
Graduate School of Convergence Science and Technology	32	2	6.3		31.6
Graduate School of International Agricultural Technology	23	1	4.3		46.0
Total	2,119	338	16.0	36.3	44.9

Source: SNU Diversity Report 2018 (as of October 1, 2018)

The low number of female students in the STEM field can be a major factor that makes women hesitant to enter the field. In addition, students who choose the field according to their interests may have difficulties in college life if there are few students or professors of the same gender. As this vicious cycle continues, the social stereotype that STEM is not a field where women can succeed in college or society becomes stronger, and female students suppress their interest

in the field with their own or other intentions from an early age. Therefore, it seems that the university needs constant attention and effort to prevent these stereotypes from discouraging students from choosing different majors and preventing talent growth in various pools.

According to SNU Diversity Report 2018, in the case of the Engineering College, where the proportion of female students are relatively small, SNU (13.1%) was lower compared to domestic KAIST (17.3%) and overseas MIT (46%). For employees, the proportion of women was 50.2%, indicating that gender balance was maintained compared to students and professors. In the case of female professors, SNU (16%) was found to be low when comparing domestic private universities (25%) and overseas universities (Harvard University: 27% tenure, 40% tenure track). The ratio of female professors has increased by 0.5% on average every year, but it is only 16% of all full-time faculty. The participation of major decision-making bodies for female professors was also 16.7%, showing no difference compared to last year.

Therefore, in order to improve gender equality in the overall operation of the university, it is necessary to increase the employment of female professors and increase the participation of female professors in main decision-making bodies. In addition, departments in the STEM field, where the proportion of female students is small, should recognize this as a problem and need to make continuous efforts to improve the situation.

Ratio of Foreigners

International Students

As of October 2018, SNU international students accounted for about 2,088 students, including non-degree program exchange students and visiting students, accounting for about 5% of the total student population. As of April 1, 2018, the proportion of foreign students is 1.0% for undergraduate students, 8.8% for master's students, and 0.7% for doctoral students. Thus, it is characterized by the concentration of foreign students in the master's course. In addition, male students are more than female students at SNU. However, for international students in degree programs, female students are more than half of the total international students at SNU. Table 4.3 shows the current status of international students in degree programs at Seoul National University. There are a total of 103 countries where foreign degree students come from. Chinese students account for the most with 35%, and North Americans, including the United

States and Canada, rank second and third (SNU Diversity Report 2018).

Table 4. 3 International Enrolled Students in Fall 2018

Degree Program	Status	Male	Female	Total
Doctoral	Enrolled	115	141	256
	Leave of Absence	4	21	25
	All	119	162	281
Combined Master's/Doctoral Course	Enrolled	32	32	64
	Leave of Absence	1	–	1
	All	33	32	65
Master's	Enrolled	271	471	742
	Leave of Absence	10	21	31
	All	281	492	773
Bachelor's	Enrolled	68	121	189
	Leave of Absence	4	5	9
	All	72	126	198
Total		505	812	1,317

Source: Diversity Statistics Research (as of October 1, 2018)

It seems that SNU is constantly striving for support programs for international students. Some cafeterias offer halal food and vegetarian food to give students a wide variety of menu choices. In addition, the university has been running a program called "One Dollar Breakfast" since 2015 to ease the financial burden on students' food expenses. The program has gradually expanded from serving only breakfast to lunch and dinner from 2018. The university's policy, which allows students with financial difficulties to focus more on their studies by allowing them to settle meals at low prices, is showing positive responses not only inside but also outside the university. This can be evaluated as a policy that the recognition of the diversity value of university members made the values reflect in the university's real life.

The diversity report (2018) shows that the number of colleges that operate their own student counseling center to help students with their school life has increased to about eight. In addition, it seems that the demand for counseling has increased significantly as the number of professional counseling staff at the Center for Campus Life & Culture for foreign students has expanded. Writing education programs at Center for Teaching and Learning and Faculty of Liberal Education have also been strengthened to help students write. However, according to the 2018 survey results of foreign students, it was found that they were having difficulty accessing information (email, university websites) due to language. In addition, the scholarship

benefit rate for foreign students was surveyed at around 50%, which is believed to be necessary to consider ways to expand scholarships for foreign students, given that the average scholarship benefit rate for Korean students in 2017 was 76.7%.

International Professors and Researchers

As of October 2018, the total number of international professors and researchers at Seoul National University is 396, which is about 6% of all professors and researchers. According to SNU statistics, despite the university's efforts to hire full-time faculty members for diversity, the number of foreign full-time faculty members had decreased slightly from 110 to 108 in the last three years (2016-2018) (See Table 4.4). On the other hand, the proportion of women faculty members had increased from 15% to 16%, and the percentage of professors from other undergraduate schools rose 1% from 18.6% to 19.6%, which seems to be a positive change in efforts in terms of diversity appointment.

Table 4. 4 Trends in the Number of International Tenure-track Faculty

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Male	10	32	48	64	71	77	77	77	78	80	82
Female	1	8	16	19	21	26	27	27	29	30	26
Total	11	40	64	83	92	103	104	104	107	110	108

Source: Diversity Statistics Research (as of October 1, 2018)

In a research to promote faculty diversity (SNU Planning Research Project, 2017), a survey was conducted on foreign professors about problems they experienced in adapting to university culture. The survey results showed that the most difficult part was the information accessibility problem caused by language. For example, there was an opinion that professional support is required when they apply for research projects. Another was the lack of foreign professors' participation in the university decision-making process. In a way, this can also be seen as a language issue. As most major meetings are conducted in Korean, it could be a factor that reduces the interest and participation of foreign professors. These problems can be an obstacle to securing competent professors and promoting diversity of professors. This is the reason why universities should make efforts to establish support systems so that international members can

devote themselves to education and research activities without any major inconvenience and achieve good results.

Part-time Instructors and Researchers

According to SNU statistics, the total number of part-time instructors and researchers at SNU was 3,436 as of October 2018, which is 51.6% of the total number of faculty and researchers. Among them, 1,636 are education-oriented instructors and 1,800 are research-oriented instructors and researchers. As the revised instructor law was implemented in August 2019, the issue of job security and treatment improvement for time lecturers has been publicized both inside and outside universities in Korea. Therefore, it seems that it is necessary to continuously grasp the current status of part-time instructors and researchers and expand support. In an unstable employment environment, they will find it difficult to achieve good research results, and above all, it is difficult to provide students with diverse and rich education.

4.2.2 Structural Diversity (Rutgers)

The total number of students at Rutgers University is currently over 70,000 as of March 2020, with 50,957 undergraduate students and 19,919 graduate students. There are approximately 9,000 international students, accounting for 12.7% of the total number of students. The nationality of foreign students varies and is counted in about 130 countries. The proportion of female students is 54%, which is higher than 46% of male students (Source from Rutgers Website).

Rutgers Students

Racial Composition and Change of Students

While the Black population of New Jersey stands at 15 percent, Black students currently constitute only 8 percent of the student population at Rutgers-New Brunswick. Rutgers Black student organizations and Rutgers Black alumni have expressed concern at this disproportion, further noting that the percentage of black students at Rutgers-New Brunswick was much higher during the 1990s. Likewise, Latinos and Afro-Latinos represent 19.7 percent of the New Jersey population and 49.9 percent of the New Brunswick population, according to the Census,

but only 13 percent of Rutgers-New Brunswick's undergraduate student population. The Latino population in New Jersey has become widely diverse in the last 10 years to include increased populations of Mexican American, Central American and South American descent who coexist with an increasingly diverse Caribbean and West Indian population. Finally, the growth of the Afro-Latino population in the nation and in the state also calls for a transformation of fields of knowledge like Ethnic, Latino and Africana studies to include a mixed-race growing population that identifies simultaneously as Hispanic/Latino, Caribbean and Black Rutgers (Task Force Reports, 2017).

Support Programs for Minority Students: RU-1st Initiative

There are a number of efforts afoot to strengthen and expand programs that help disadvantaged racial groups and low-income students gain access to college and navigate their higher education experiences. One of the most recent initiatives is RU-1st, which aims to increase support, coordination and programming for first-generation, high-need and/or underrepresented students. A central part of the RU-1st initiative is the Paul Robeson Leadership Institute (PRLI), an expansion of the federal TRiO Student Support Services Grant, which provides students with an infrastructure of support specifically geared towards increasing graduation rates, with an emphasis on underrepresented men of color. The PRLI includes a three-week summer training program for students who have been admitted to the University outside of the Educational Opportunity Fund (EOF) Program or other support programs. The Departments of Africana Studies and Latino and Caribbean Studies are partnering with Undergraduate Academic Affairs to coordinate and execute the goals of the Institute. There are approximately 10,000 undergraduate students at Rutgers–New Brunswick whose economic and educational circumstances have put them at a disadvantage. Currently, approximately 2,000 of these students receive critical support through initiatives like Student Support Services, as well as other state-and federally funded programs. To that end, Rutgers has begun coordinating all support programs under its RU-1st Initiative, which draws upon the Educational Opportunity Fund (EOF) model to offer support to those approximately 8,000 students—first generation, low income or minority—who do not receive advising or financial support like traditional EOF students do (Rutgers Task Force Reports, 2017).

Transgender Rights

Over the last few years, the number of students identifying as transgender has increased substantially on university campuses across the country. In an ideologically polarized society where sex-specific structures and institutions have been the norm, the struggle for transgender rights on campus has stirred intense sociopolitical debate. At Rutgers, the Center for Social Justice has collaborated with staff in admissions, student life and housing to contribute to the creation of a trans-safe space on campus (Rutgers Task Force Reports, 2017). For the past seven years, Rutgers University–New Brunswick has been named a "Top 25 LGBTQA[2] Friendly University" by Campus Pride[3], and Rutgers considers this both an honor and a call to action to keep improving the campus experience (Rutgers Website). Currently, the Center for Social Justice Education and LGBT Communities offers a monthly SafeR Space Training module that focuses on supporting queer and trans students.

For the last 5 years, the Center for Social Justice Education and LGBT Communities have coordinated a Transgender Awareness and Empowerment Week featuring performers, artists, advocates, and community-based activists. Entities across the university should consider how to work collaboratively to develop trans-inclusive programming. In the academic year 2012-2013, the Institute for Research on Women (IRW) ran a very successful and well-attended year of programming on Trans Studies. Activities during this year included a distinguished lecture series, a graduate student and faculty weekly seminar, an undergraduate learning community, and a two-day conference dedicated to Trans Studies. The IRW experience made it evident that Rutgers-New Brunswick has student, faculty and staff interest in these issues, and needs to expand its intellectual and institutional spaces to members of this community. Another example of recent programming is a talk sponsored by the Rutgers Law School's LGBTQ Law Caucus and the Federalist Society for Law and Public Policy Studies. This program invited dialogue and debate on the controversial North Carolina law that requires transgender people to use bathrooms that correspond with the sexual identities stated on their birth certificates. The

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[2] LGBTQA: Generally, LGBTQA stands for Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and Asexual/Aromantic.

[3] Campus Pride: Founded in the Fall of 2001 and launched a year later in October of 2002. Campus Pride represents the leading national nonprofit 501 organization for student leaders and campus groups working to create a safer college environment for LGBTQ students. The primary objective of Campus Pride is to develop necessary resources, programs and services to support LGBTQ and ally students on college campuses across the United States (https://www.campuspride.org).

Rutgers School of Medicine is also organizing a Trans Health initiative that is transforming the medical services offered to trans youth in New Jersey (Rutgers Task Force Reports, 2017).

However, according to the transgender community, there are two main parts that Rutgers should work on for transgender students. The first is to have trans-safe bathrooms for transgender students and the second is to have the option to change their names to match their gender identities on campus. Some other universities in the United States allow this. Rutgers task force team mentioned that at The Ohio State University and the University of Maryland, for example, students can change their names and genders on official records by procuring a letter of support from a mental health professional. The University of Vermont permits transgender students to request a University ID with a name other than their birth name. Therefore, Rutgers should pursue some of these options.

Community for Female Students; Douglass Residential College

Rutgers are characterized by their diverse community. Douglas Residential College is a living-learning community for undergraduate female students. Female students participating in this community will be given the opportunity to participate in several programs and will be able to earn some credits. Douglass leads in providing women undergraduates with the education and values necessary to thrive in the world today. From STEM programs supporting the pipeline of the next generation of science and technology leaders, to the global living-learning communities, to the Douglass Course, challenging students to deepen their understanding of the status of women in the United States and across the globe (Douglass Newsletter 2018).

All academic programs are facilitated through co-curricular events, experiential learning, in-class experiences, service learning, or mentorship programs. As a main course, "Issues in Women's Leadership" (01:988:130), is a 3-credit course taken by all Douglass students. The class focuses on women harnessing their power across intersections of identity. Generations of Douglass women have cited this course as "transformational," "rewarding," and "life-changing." The Douglass Diversity, Equity, and Inclusion Program fosters a diverse and inclusive environment at the university community. Through events such as the Taste of Douglass, community town halls, trainings, out-of-state trips, conferences, and student engagement, the Douglass Diversity, Equity, and Inclusion Program is able to create an environment that validates identities, cultures, and communities (Rutgers Website).

Student Support Services (SSS)

Established in 1972 at Rutgers University - New Brunswick, Student Support Services (SSS) is a federally funded program within the Division of Diversity, Inclusion, and Community Engagement that serves approximately 700 students, providing academic, career, and financial literacy resources, specifically designed to increase the retention and graduation rates of first-generation and/or income-eligible students, and to students with disabilities. The SSS success coaching model is developmentally specific, as the staff recognizes that students in different class years have different needs and different responsibilities. Coaching is directly linked to the myriad of services provided by the program. By providing consistent and proactive academic support and referrals to essential university departments, can reinforce good academic behaviors, encourage students' progress, and monitor their academic and professional success. A Success Coach is professional staff member of Student Support Services. Success coaches work with Scholars individually or in groups to challenge and support them as they navigate life at Rutgers. The coaching relationship is established based on the student's needs. Together, the coach and student create an individualized success plan that involves short term and long-term goal setting (Rutgers Website).

Office of Disability Services (ODS)

Rutgers University is committed to fostering a culture of diversity and inclusion, where everyone is treated with respect. They embrace disability as a natural part of diversity and seek to build capacity to appreciate and value individual differences, including differences in ability, to create an inclusive community. ODS provides tools, resources and support for individuals with disabilities including exam accommodations, assistive technology, and information on accessible parking and transportation services. Rutgers is dedicated to the philosophy that all individuals with disabilities are assured equal opportunity, access and participation in the University's courses, programs, activities, services and facilities. They recognize that diverse abilities are a source of strength, empowerment, and enrichment for the entire university community and we are committed to the elimination of physical, instructional, and attitudinal barriers by promoting awareness and understanding throughout the university community. Rutgers University is committed to providing equal educational access for individuals with disabilities (Rutgers Website).

Scholarships and Internships for Diverse Students

Rutgers provides a list of scholarships and funding opportunities outside of the university that may help diverse students advance their academic journey. Rutgers provides diverse students with a variety of scholarship and internship programs which are categorized into pre-college programs, undergraduate, and graduate programs. It is considered part of the university's policy that cares about students with diverse backgrounds by providing useful information to access programs tailored to each individual or program of interest. However, in interviews with Rutgers international students, many of the respondents mentioned the need to expand financial assistance. Therefore, it seems necessary to expand scholarship supports for international students at the university.

Rutgers Faculty

The total number of faculty members including part-time faculty is 8,700, of which 1,200 (13.8%) are international faculty members, and nationalities vary from more than 80 countries. The Rutgers Fact Book (as of academic year 2017/2018) shows that the total number of full-time faculty members is 4,422, of which 300 (6.8%) are international faculty and 1,953 (44.2%) are female faculty. The proportion of race composition is 4.2% for African Americans, 13.9% for Asians, 3.6% for Latinos, and 54.7% for whites. According to the Rutgers task force reports on inclusion and community values (2017), students raised the lack of diversity among faculty as a major area of concern. Black and Latino students in particular have noted how they can complete several semesters at Rutgers without encountering a single faculty member who looks like them. There is an urgent need for Rutgers-New Brunswick to continue its efforts to diversify the faculty.

Since the 1970s, the number of Black and Latino faculty at Rutgers-New Brunswick has decreased proportionally and numerically. For example, in 1976, African Americans and Latinos constituted 6.8% and 2.1% of the faculty, respectively, but by 2004, these numbers decreased to 4% and 2%. No significant increase in the number of Black and Latino faculty has taken place at Rutgers-New Brunswick since 2004. African Americans make up 2% of the University's Full Professors, 4% of its Associate Professors, and 4.8% of its Assistant Professors; Latinos comprise 2% of Full Professors, 4% of Associate Professors, and 5.8% of Assistant Professors.

Rutgers-New Brunswick ranks 8th among its peer institutions in the Big Ten Academic Alliance (BTAA) with respect to the overall percentage of African Americans on its tenured or tenure-track faculty. These numbers are a cause for concern, especially considering the fact that Rutgers-New Brunswick is located in New Jersey, one of the most diverse states in the nation, and possesses a student body that is more diverse than that of many BTAA institutions. For these reasons, diversifying the faculty should be a top priority for the Rutgers University (Rutgers Task Force Reports, 2017).

A Mentoring Program for Female Faculty: OASIS Leadership & Development Program

OASIS is designed to advance a gender diverse faculty by providing opportunities for all academic women to enhance their leadership, communication and negotiation skills; build stronger networks; increase scholarly productivity; and accelerate career advancement. Over the past 10 years, more than 350+ Rutgers academic women – university-wide – have participated in OASIS, a semester intensive program that offers support through workshops, peer and senior mentoring and individual coaching, and rotates between campuses. Under the Office of the Senior Vice President for Academic Affairs, the OASIS Leadership and Professional Development program is one of several initiatives aimed at mentoring, retaining and advancing women and other underrepresented groups, providing leadership development and creating an inclusive culture at Rutgers (Rutgers Website).

A Mentoring Programs for All New Faculty: Program for Early Career Excellence

Program for Early Career Excellence (PECE) is designed to support, recruit, retain, and advance a diverse faculty. It is a cohort-based program for early career faculty participating together over a three-year span. The program addresses the needs of all new faculty and includes a focus on factors that have differential impact on underrepresented groups. PECE is a three-year program with concurrent cohorts participating. For some program components a single cohort participates; other activities include combined cohorts. This program provides group and individual mentoring with senior faculty and writing support - including writing retreats and writing accountability groups. There are also some common interest groups: faculty who come together based on common research interests and/or common experience. Current groups are Faculty Women of Color (FWOC) and RU-HEAR Health Equity Academic Researchers (Rutgers Website).

Rutgers Women in Science (SciWomen)

SciWomen supports the Rutgers University mission of outstanding teaching, research, and community engagement by advancing gender and racial equity in STEM fields that tend to be disproportionately male as well as in the social and health sciences. SciWomen provides leadership and professional development opportunities and foster interdisciplinary research collaborations, and they finally advance institutional diversity and inclusion (Rutgers Website: https://wisem.rutgers.edu).

4.2.3 Comparison and Analysis of the Structural Diversity Policies

Seoul National University was changed to a corporate university in 2011, but considering that it still plays a role and has characteristics as a national university, we can find something similar to Rutgers, a state university. As a national university, it is necessary to demonstrate the spirit of service that can contribute not only to university community but also to the local community. Furthermore, the obligation to cultivate good-hearted talents, which the world can harmonize, will be in common.

In terms of recognition of the value of diversity, as shown by the results of the SNU diversity climate survey conducted in 2016, many SNU community members seem to agree with the importance of diversity value. Therefore, it is analyzed that SNU needs an effort to reflect this value perception into the actual policy so that university members can experience more positive diversity in the future. Rutgers, on the other hand, went beyond value recognition and engaged in many diversity-related policies and community activities. Therefore, at this point, it is recognized as a step to diagnose and plan what is lacking and how to supplement it.

Regarding university size, both universities operate three major campuses, but Rutgers University has a larger number of university members. The ratio of international students is estimated at about 5% for SNU and about 12.7% for Rutgers, which is more than double of SNU. The proportion of SNU female students is 36.3% for undergraduate students and 44.9% for graduate students, but for Rutgers, the proportion of female students is 54%, which is higher than the male ratio.

Therefore, SNU is characterized by many policy proposals to increase the proportion of women

due to gender imbalance and gender equality (such as attracting female students in the STEM field, increasing participation of female members in major decision-making bodies in the university). In addition, SNU make efforts to attract more foreign students for internationalization of the university, and research on how to support international students has been conducted continuously. For the faculty diversity, the university tries to expand recruitment of international professors, female professors, and professors who graduated from different undergraduate universities. In the case of foreign members, they may have difficulties in communication and information sharing due to language problems. In interviews with SNU foreign students, most of the respondents wanted to expand classes and information in foreign languages. Unlike universities in English-speaking countries, SNU is seen as a major difference from Rutgers in that separate efforts should be made to deliver information for foreign members. Therefore, it can be seen that linguistic environmental factors on campus can play an important role in increasing the proportion of foreigners.

In the case of Rutgers, it seems that they are focusing on policies for harmonious campus life for members of various races. In particular, it is characterized by encouraging minority groups to organize and operate their various communities so that they are not marginalized. The various community formations and their linkage activities represent minority groups and also maintain a mutual, ongoing dialogue system. After all, it is analyzed that such a dialogue system plays an important role in the formation of an inclusive university community.

Interviews with Rutgers students also confirmed that most of the respondents were satisfied with the structural diversity of Rutgers University. The following is a student's response: *"I think that there could be increased numbers of diversity on the campus in terms of having more women and people of color on faculty and staff, especially in higher administrative positions."* However, there were also opinions that more care and support were needed for some minorities and international students. The following are the relevant responses of students:

"Since the university focuses heavily on black and brown students, I would like more recognition and resources available for Asian American and international students."

"The university should practice real cultural diversity making sure that there is equitable representation across the board from all students, rather than increasing the numbers of black and brown students to show that the university is the most diverse in the nation."

In terms of the faculty diversity, Rutgers has an awareness to increase the proportion of African Americans and Latino faculty in consideration of various cultures and the ratio of students' racial composition.

4.2.4 Class Diversity (SNU)

Diversity in Academic Programs

Research Results of the Development of Diversity Indicators

In a research for development of diversity indicators (SNU Planning Research Project, 2017), a survey was conducted to develop indicators that offer a multifaceted assessment of SNU's operations from a diversity standpoint. The survey results showed that among the four selected indicators, the current status of education to promote diversity was selected as the second indicator. Thus, it can be understood that there are many opinions that it is important to reflect the value of diversity in the curriculum in order to improve the diversity of universities. Appendix 1 (P75) shows some of the academic courses related to diversity opened in 2018.

At the stage of recognizing the importance of the value of diversity, it can be seen that it is important to actively identify which of the currently operated subjects can share these values. Based on these analysis results, if efforts to create or supplement courses in a lacking field follow, it will be possible to provide students with rich diversity-related curricula.

The Need of Creating New Courses on Academic Korean and Korean culture

According to the results of a survey conducted on international students for policy proposal to assist the SNU international Students (SNU Planning Research Project, 2018), about half of all respondents had intermediate-level Korean proficiency. Depending on the major, the required Korean language skills were different, which resulted in a wide gap in the Korean proficiency among international students. Therefore, many students hoped to create new courses in academic Korean or Korean culture. It is expected that the creation of these subjects will play an important role as a curriculum not only for foreign students' class understanding, but also for adapting to campus life and understanding Korean culture.

Good-Hearted Talent and Service-Learning Courses

The curriculum for nurturing good-hearted talents and social contribution-type courses is operated for the purpose of promoting social contribution and creative thinking. This is included in the mission of the university, and it is analyzed that it contains the strong will of the university's leader to practice it. First of all, in the case of courses for nurturing good-hearted talents, SNU operates convergence courses that cover a variety of topics with the motto of 'cultivating good-hearted talents' that will contribute to the local, national, and even global society. Table 4.5 shows the operation status of the good-hearted talent courses (convergence courses) opened in 2018.

Table 4. 5 Information on Good-Hearted Talent Courses

Course Title		1st Regular	Summer	2nd Regular	Winter
Human Nature and the Good Life: An Interdisciplinary Approach	No. of Courses	1	–	–	–
	No. of Students	106	–	–	–
Happiness: An Interdisciplinary Approach	No. of Courses	1	–	–	–
	No. of Students	57	–	–	–
Life: An Interdisciplinary Approach	No. of Courses	–	–	1	–
	No. of Students	–	–	87	–
Life: An Interdisciplinary Approach	No. of Courses	–	8	–	6
	No. of Students	–	116	–	84
Student Directed Education	No. of Courses	–	–	10	–
	No. of Students	–	–	14	–
Total	No. of Courses	2	8	11	6
	No. of Students	163	116	101	84

Source: 2019 SNU Operational Performance Self-Evaluation Report

Convergence-themed courses have been in operation since 2015 and consist of a variety of topics that can induce creative thinking and in-depth discussions. In addition, professors from various major fields participate to provide a variety of academic access opportunities to lead students' steady participation. Therefore, it is expected that the additional courses will be gradually expanded and operated in the future.

Social contribution-type courses are the core concept of service learning through experience, and are designed to plan and carry out various social contribution activities by using the theory of major. The SNU diversity report (2018) showed that 30 courses in 2017 increased to 42 courses in 2018, and the number of participating students also increased significantly from 624

to 953. It was found that the colleges that participated in the operation of social contribution-type courses showed a great deal of interest with a total of 15 colleges at SNU. These curriculums, which has been actively operated in accordance with the will of university leaders, shows that university diversity leadership can be an important promoter of diversity policy.

Courses Taught in Foreign Languages

According to SNU statistics, the total number of courses opened at Seoul National University in 2018 was 10,816, of which 1,500 (13.8%) were taught in foreign languages. Table 4.6 below shows the status of courses taught in foreign languages opened in 2018. Courses taught in foreign languages were conducted in a total of seven languages, with courses conducted in English accounting for the largest portion of the class at about 94%.

Table 4. 6 Information on Courses Taught in Foreign Languages

Degree Program	Course Type	English	German	Chinese	French	Spanish	Russian	Japanese	Total
Bachelor's	Subject for Liberal Education	107	3	8	2	4	1	2	127
	Elective Subject Open to Students of Any Major	48	–	–	–	–	–	–	48
	Elective Subject for Major	188	13	3	8	3	4	2	221
	Requisite Subject for Major	130	3	–	2	–	–	–	135
Subtotal		473	19	11	12	7	5	4	531
Master's/ Doctoral	Elective Subject for Major	747	2	2	–	3	2	5	761
	Requisite Subject for Major	30	–	–	–	–	–	–	30
	Elective Subject Open to Students of Any Major	2	–	–	–	–	–	–	2
	Thesis Studies	57	3	1	–	2	–	–	63
Subtotal		836	5	3	0	5	2	5	856
Total		1,309	24	14	12	12	7	9	1,387[4]

Source: Diversity Statistics Research (covering period of winter semester, 2017 - 2nd semester, 2018)

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[4] The actual number of courses taught in a foreign language is different because courses with identical subject numbers were counted as one course.

According to the results of a survey conducted on international students (SNU Planning Research Project, 2018), the difficulty of most international students was related to language problems. They wanted to increase the choice of courses by increasing the number of courses taught in English. Therefore, it was suggested that some of the online courses in Korean could be taken by foreign students by providing English subtitles.

SNU in the World Programs (SWP)

SNU in the World Programs (SWP), launched by Office of International Affairs (OIA), offers students a great opportunity to study abroad in major cities around the world during the vacation period. SWP combines the excitement of study abroad with the academic rigor of classes taught by SNU faculty. The programs are designed to deliver instructions that go beyond the traditional classroom in academic, cultural and social aspects. SNU aims to cultivate global leaders with a wider perspective of the world, by providing intensive courses and sharing a unique hands-on learning experience (OIA Website). Table 4.7 shows the participation status of SWP in 2018. In 2018, the SNU in the World Programs was conducted in a total of 13 programs in 10 countries, with a high participation rate of 369.

Table 4. 7 Breakdown of SNU in the World Program

Division	University/City	Period	No. of Students
SNU in Beijing	Beijing Normal University	6 weeks	44
SNU in Tokyo	University of Tokyo	4 weeks	20
SNU in Moscow	National Research University Higher School of Economics	5 weeks	27
SNU in Paris	University Paris Diderot – Paris 7	5 weeks	30
SNU in Berlin	Free University of Berlin	6 weeks	29
SNU in Madrid	Complutense University of Madrid	5 weeks	30
SNU in London	King's College London	4 weeks	30
SNU in Silicon Valley	Stanford University	5 weeks	21
SNU in Washington D.C.	Washington	4 weeks	49
SNU in Vienna	University of Vienna	4 weeks	20
SNU in Creative California	University of California, Irvine	3 weeks	26
SNU in Australia	The University of Queensland, Australia	3 weeks	27
SNU in Minnesota	University of Minnesota	3 weeks	16
Total			369

Source: Diversity Statistics Research (as of October 1, 2018)

International Summer Program (ISP)

Another characteristic short-term program organized by the Office of International Affairs (OIA) is the International Summer Program (ISP). Since its establishment in 2007, more than two thousand students from around the world have participated in the SNU ISP to learn, experience, and enjoy unforgettable summer of academics, activities, and long-lasting friendships. SNU ISP's intensive six-week summer program, taught by distinguished SNU and visiting faculty members, offers students a chance to learn in depth about Korea and East Asia, as well as a range of topics from the disciplines of Economics and Business Management to History, Politics, Sociology, and Arts. SNU ISP also provides courses on Korean language and traditional arts for students wishing to acquire or advance their Korean language abilities while immersing Korean contemporary and traditional culture (OIA Website). Table 4.8 shows the status of ISP participation over the past three years, and it can be seen that the number of participants has been steadily increasing.

Table 4. 8 Breakdown of SNU International Summer School Over the Last 3 Years

	2016	2017	2018
No. of Courses	28	28	37
No. of Students from Overseas Universities	371	328	466
No. of SNU Students	12	15	20
Total No. of Students	383	343	486
% of Students from Overseas Universities	97.0%	96.0%	95.0%
No. of Nationalities Represented	39	36	39

Source: Diversity Statistics Research (as of October 1, 2018)

These short-term programs using vacation seems to be a great opportunity for students to experience other cultures as well as earn academic credits during the short period. In the case of international summer program, it is seen as a useful time for international students and Korean students to participate in classes together to share and understand other cultures through collaboration and activities. Therefore, it seems necessary to maintain and expand these programs continuously.

4.2.5 Class Diversity (Rutgers)

Diversity and Inclusion in Academic Programs

Rutgers challenges the community to think about diversity in new ways, support faculty to create and showcase new areas of inquiry, create welcoming environments for all, and invite the public to take part in conversations on how to advance a more just society. Most academic and administrative units at Rutgers reflect the multinational and multicultural world in which they live. The departments, programs, centers, institutes, and offices listed below (Table 4.9) are those in which racial, ethnic, national, and gender diversity are reflected most prominently (Rutgers Website).

Table 4. 9 Academic Programs Related to Diversity and Inclusion

Departments and Programs	Centers and Institutes
• Africana Studies	• Center for African Studies
• AMESALL: African, Middle Eastern, and South Asian Languages and Literatures	• Center for American Women and Politics
• Asian Languages and Cultures	• Center for Latin American Studies
• Critical Caribbean Studies	• Center for Middle Eastern Studies
• Douglass Residential College	• Center for Negotiation and Conflict Resolution (CNCR)
• English	• The Allen and Joan Bildner Center for the Study of Jewish Life
• Germanic, Russian, and East European Languages and Literatures	• Center for Urban Entrepreneurship & Economic Development
• History	• Center for Women and Work
• Italian	• Center for Women in the Arts and Humanities
• Jewish Studies	• Center for Women's Global Leadership
• Labor Studies and Employment Relations	• Centers for Global Advancement and Academic Affairs
• Latin American Studies	• The Herbert and Leonard Littman Families Holocaust Resource Center
• Latino and Hispanic Caribbean Studies	• Institute for Research on Women
• Office for Diversity Programs (Rutgers Business School)	• Institute for Women's Leadership
• Religion	• John J. Heldrich Center for Workforce Development
• Rutgers Study Abroad	• Mary H. Dana Women Artists Series
• SMLR Grad Certificate Program - Diversity and Inclusion in the Workplace	
• South Asian Studies Program (SASP)	
• Spanish and Portuguese	
• Women BUILD (Business Undergraduates in Leadership Development)	
• Women's and Gender Studies	

• Women's and Gender Studies Graduate Certificate Program	

Source: Rutgers Website

Departments that hold diversity as central to their intellectual missions are the Departments of Africana Studies; American Studies; Latino and Caribbean Studies; Jewish studies; African, Middle Eastern and South Asian Languages and Literatures; Comparative Literature; Spanish and Portuguese; and Women's and Gender Studies (Rutgers Task Force Reports, 2017).

Africana Studies

There are educational courses to increase retention and graduation rates among historically underrepresented students by providing experiences inside and outside the classroom. Courses are administered through the Department of Africana Studies in collaboration with the office of diversity and inclusion (See Table 4.10).

Table 4. 10 Academic Courses Related to Africana Studies

Course Title	Course Descriptions
RU1st Byrne Seminar: Paul Robeson as a Global Citizen (01:090:101)	Introduction to the life and legacy of Paul Robeson, an esteemed Rutgers alumnus. Students learn how Robeson embodied the idea of "global citizenship." Educational Outreach provides an annual trip to foster intercultural awareness and address black culture and research.
Black Male Identity (01:014:207)	This course examines historical, sociological, psychological, and political factors that influence the identity of the black man in the United States.
Mentoring & Civic Responsibility (01:014:209)	Introduce prospective mentors for the summer and fall semesters to competencies that will aid them to serve as peer mentors with a focus on mentoring students who are first-generation, low-income, and/or underrepresented in higher education.
Paul Robeson Leadership Certificate	Prepare future leaders for the pursuit of equity and humanitarianism in the spirit of Paul Robeson, one of Rutgers' most notable graduates. The certificate requires 13.5 credits and a grade of "C" or better.

Source: Rutgers Website

The Need to Establish an Asian American Studies Program

Currently, Asian Americans and Pacific Islanders comprise 20% of the 40,000 undergraduate and graduate students at Rutgers-New Brunswick. Many students representing Asian American interests lamented the lack of an Asian-American Studies major, department, or program at

Rutgers-New Brunswick. Asian American Studies, currently an underrepresented area of study at Rutgers-New Brunswick, could benefit from the establishment of an Asian American Studies department or program. Therefore, Rutgers needs to make efforts to pursue the establishment of an Asian American Studies department or program at Rutgers-New Brunswick. This department/program can serve as an academic counterpart to the Asian American Cultural Center, as Latino and Caribbean Studies is for the Center for Latino Arts and Cultures, and Africana Studies is for the Paul Robeson Center (Rutgers Task Force Reports, 2017).

Asian American Studies, through its analysis of the history and experience of Asian Americans in the United States context, provides a vital intellectual lens through which the study of race and ethnicity can be complicated beyond the black-white binary. It also provides a critical framework though which to understand how the black-white binary is deployed during key moments of political turmoil. Analysis of these concerns would complement the examination of inequality and identity in other disciplines as well, such as Africana Studies, Anthropology, Political Science, American Studies, and Women's and Gender Studies. The establishment of an Asian American Studies department or program, and the Asian Americanists based therein, can strengthen the intellectual bonds between the humanities, the social sciences, the life and physical sciences, and the professional schools. An Asian American Studies department/program would be integral in building Rutgers-New Brunswick's global citizenship and public engagement; by working with various units across the School of Arts and Sciences (SAS), it would increase the diversity of the SAS curriculum and would be a crucial aspect of Rutgers-New Brunswick's international outreach efforts (Rutgers Task Force Reports, 2017).

Academic Supports for Native American Students

Institutions of higher education in U.S. are just beginning to respond to the needs of Native American students, who are all too often rendered invisible on American college campuses. The Rutgers also felt an urgent need for Rutgers Community to not only better serve the Native American students currently attending Rutgers, but to also increase its outreach to the Native American communities of the surrounding areas. Therefore, the task force on inclusion and community values (2017) suggested that Rutgers needs to hire faculty in an appropriate department to facilitate the development of a curriculum that addresses Native American

history and culture. The task force also argued that Rutgers needs to hire a Student Affairs professional to develop programs and co-curricular initiatives to support Native American students, and to launch outreach efforts that engage the broader Native American communities of the surrounding areas.

In an effort to recognize the identities and histories of Native American peoples, many cities, states, and some universities have renamed Columbus Day as Indigenous Peoples' Day, Discovers' Day, or Native American Day. Brown University was the most recent university to announce that it would now celebrate Columbus Day as Indigenous Peoples' Day. Rutgers community feels that resources should be committed towards the establishment of an Annual Ivan Van Sertima Lecture Series, to take place on Columbus Day. The late Ivan Van Sertima, a faculty member in the Department of Africana Studies, pioneered the interrogation of Columbus Day in his book, They Came Before Columbus: The African Presence in Ancient America. He argued that the 500th anniversary of Columbus's arrival should not be celebrated as a discovery but rather as a "celebration of the extraordinary meeting and mixing of the peoples of the world." This Lecture Series would help carry out Van Sertima's reflections on the intersection of the various cultures that contributed to the history of the Americas (Rutgers Task Force Reports, 2017).

4.2.6 Comparison and Analysis of the Class Diversity Policies

In the case of SNU, it was possible to confirm the results of research based on a survey that the value of diversity needs to be reflected in the curriculum. Therefore, in the future, it is considered that it is a step that requires active efforts to reflect these results in the curriculum. One more positive aspect is the university's diversity leadership to diversity in curriculum. The operation of the curriculum for nurturing good-hearted talents and social contribution-type courses according to the will of the university leaders is to promote social contribution and creative thinking. The operation of these courses was analyzed as a case where the diversity leadership of the university could play an important role as a facilitator in the diversity of the curriculum.

Need to expand lectures in foreign languages and need language service efforts

According to the results of the survey for international students (SNU Planning Research

Project, 2018), there were many opinions wishing to expand the number of courses conducted in foreign languages. In addition, there was a request to expand the academic courses to learn Korean language and Korean culture which are necessary for the understanding of classes and adaptation to Korean life. As the results of the survey show, we can see that the linguistic environmental factors of a university have an important impact on the diversity of the curriculum.

In order to pursue the value of diversity in environments with significantly different languages (e.g., non-English speaking countries), separate language service efforts are needed to provide education and to communicate information. In an environment where multiple cultures coexist, a language acts as a means of communication and cultural understanding, not as a purpose. Opening all courses in a specific language or providing all information in a specific language may have practical limitations on those environments. However, if there are members of different cultures or speaking different languages, it is the organization's duty to consider and strive to ensure that there is no great difficulty in their studies and life on campus. This is the reason why the university's efforts should be continued to expand the opportunities of curriculum to access and understand various languages and cultures such as Chinese, Spanish, and Japanese as well as English.

Synergy effect through linkage and collaboration between institutions

In the case of Rutgers, various cultural centers, academic units, and institutes are collaborating in cooperation with Division of Diversity, Inclusion, and Community Engagement (DDICE), a department dedicated to diversity. Through these linkages and collaboration between institutions, it was found that not only curriculums but also various programs (special lecture series, leadership certificate programs, and mentoring programs, etc.) were developed and operated, creating a synergy effect that further maximizes the sharing of diversity values.

Supports academic programs in minority field

It is considered a good example to find areas that can be marginalized and to improve programs through collaboration in various fields such as education and research. For example, Rutgers recognized the need to establish an Asian American Studies department or program, and in particular, they feel the need for academic support for Native American students. Rutgers seems

to make efforts to facilitate the development of a curriculum that addresses Native American history and culture. This is considered an important attempt to properly recognize the history and culture of Native American for students. If the majors, departments, and programs in the Minority field are established and linked to existing centers, it will be possible to expect the role of the academic counterpart of the institute (such as Islamic Studies and Islamic Center).

In interviews with Rutgers students, most of the respondents shared positive experiences about class diversity. The following is a student's response: *"There was a core class in my PhD program just to study about diversity and equity in public organizations. It was a great opportunity for me, as an international student, to understand how U.S. is striving to achieve diversity and equity among its society."* The following is an answer that explain the importance of class diversity: *"I think curriculum development that focuses on cultural diversity is important on campus because students cannot have accurate knowledge about different cultures and how to speak about their differences intelligently without learning in the classroom from an instructor who is appropriately trained to discuss these matters."*

4.2.7 Informal Interaction Diversity (SNU)

Support Programs for Students

Education and life support programs for SNU students vary depending on each institution. The university headquarters are mainly responsible for student support at the Office of Student Affairs and the Office of International Affairs. In the case of the Office of Student Affairs, they provide support to all students, domestic and international students, and the Office of International Affairs mainly targets international students. Table 4.11 shows student support programs provided by the Office of Student Affairs, and Table 4.12 shows international student support programs of the Office of Student Affairs. For some support activities for international students, it is sometimes conducted through the SNU International Student Association (SISA).

Table 4. 11 Student Support Programs of the Office of Student Affairs

Program	Activities
Support Program for Student Groups	Fostering student activities and communication through university festivals, the Student Association's presidential election, student representatives meetings, student forums, volunteer activities, etc.

Support Program for Student Club Activities	Fostering and supporting diverse student self-governing activities
First-Year Student Orientation	Encouraging community-building among first-year students through presentations on SNU's history and campus life, meetings with senior students, etc.
Support for Campus Culture & Arts	Creating well-rounded individuals through diverse cultural, arts, and sports events such as the SNU Week for Campus Art (Art Space@SNU), communication and tolerance events, etc.
Safety Instruction & Courses for Student Activities	On/off-campus student safety instruction, fire drills at the Student Center, first-aid classes, etc.
Student Volunteer Activities	Mentoring Program for Local Underprivileged Students (middle/high school), free medical services for local low-income families and multicultural families, etc.

Source: Diversity Statistics Research 2018

Table 4. 12 International Student Support Programs of the Office of Student Affairs

Program	Activities
SNU International Student Association (SISA)	Supports international Enrolled Students (1,800 students from 112 countries; as of October 1, 2018)
International Food Festival	Provides a place for students to share each other's culture and food (every semester)
International Student Forum	Collects and relays international students' opinions on and suggestions for improving campus life (every semester, 1-2 times)
International Student Korean Culture Trip	Overnight event for 80-120 participants (yearly)
International Student Welcoming Party	Hosted by SISA to introduce SISA and SNU campus life (in September)
International Student Campus Treasure Hunt	Teaches useful information about campus life through games (yearly)
SISA Event Support	Supports international students' campus life in cooperation with SISA
SISA IT Services Support	Maintains SISA webpage, e-mail account, etc.

Source: Diversity Statistics Research 2018

The support for university life for international students is centered on the Office of International Affairs, with several organizations participating, including the Office of Student Affairs, the Student Residence Halls, the Center for Campus Life and Culture, the Human Rights Center, the Day Care Centers, each college's internationalization support center, the Diversity Council, and a local police station (on-campus operation), etc. Table 4.13 shows the current status of programs to support international students' lives in 2018.

Table 4. 13 International Student Support Programs from Various Institutions

Program	Contents	Schedule

Orientation Program	Provision of information on course registration, the academic calendar, university bodies, life in Seoul, visas, banking, mobile phones, insurance, etc.	2 sessions for undergraduate students; 2 sessions for graduate students (English/Chinese)
International Student Immigration Services	Through the Korea Immigration Service Foundation, on-campus provision of immigration services related to alien registration, stay extensions, status changes, etc.	March, September
On-Campus Operation of a Police Desk Counselling Office by the Gwanak Police Station	Offering of counselling in Korean, English, and Chinese; Gwanak Police Station's hosting of a Public Safety Information Session	4 times per semester
Insurance Information Session	Provision of information on the contents and registration method of KB Insurance Co.'s insurance plans	March
Dormitory Activities	Guaranteed provision of housing (two-person room) for new students who apply for on-campus dormitory housing; priority access to BK International House housing; stationing of a dedicated support staff member for international students	
Center for Child Educare Service & Research	Priority access to the center's daycare services	
Permanent Operation of Prayer Rooms and Lactation Rooms	Prayer Rooms: 2 on the Gwanak campus, 1 on the Yeongeon campus Lactation Rooms: 15 on the Gwanak campus, 3 on the Yeongeon campus, 1 on the Pyeongchang Campus	
Culture Events	Office of International Affairs (OIA): Various events	Twice a year
	Division of Student Service: Activities clubs for international students	
	Hyundai Motor Company: Global Friendship Tour	
Lectures and Psychological Counseling for International Students	Center for Campus Life and Culture: Specialized psychological counseling for international students	
	Human Rights Center: Human rights-related lectures and counselling for international students	
SNU Internship	SNU Diversity Council's 'Diversity Internship; Diversity Pioneer)'	Each semester

Source: Diversity Statistics Research 2018

The Office of International Affairs (OIA) also conducts various volunteer activities for foreign exchange and visiting students, and operates the international exchange organization, SNU Buddy. The SNU Buddy includes a variety of cultural experience activities aimed at providing the necessary help for foreign exchange/visiting students' lives and promoting exchanges and friendship with Korean students. An average of 400 students participate in each semester, so participation and interest are high, but more Korean students seem to need to participate.

Each college and supporting organization also operate various programs for students. In the case of the College of Engineering, they provide a one-stop service for foreign members, and the Department of Naval Architecture and Ocean Engineering operates a separate girls'

association to foster female engineers. Therefore, it appears to be doing many activities at the department level as well as at the college level. In addition, it was found that many colleges are operating their own student counseling centers to listen to students' concerns about their studies and life.

In the case of each supporting organization and affiliated facility, the Center for Teaching and Learning (CTL) and the Faculty of Liberal Education operate learning methods and writing instruction programs to strengthen students' academic capabilities. The Center for Campus Life and Culture operates programs for students' personal psychological tests and counseling, and it was found that the counseling section was strengthened especially for international students. The Center for Campus Life and Culture also operates campus mentoring programs for new foreign undergraduate students, helping foreign students adapt to college life and provide psychological and emotional support. The Career Development Center operates various employment support programs such as career counseling. The Contribution Wandering Group, a self-service volunteer group operated by the Global Institute for Social Responsibility, continues to show students' interest. This volunteer group mainly uses vacation to find places in need of help in the world and participate in volunteer work. In 2018, 14 volunteer groups were dispatched to eight countries, and 533 students participated (See Table 4.14).

Table 4. 14 Breakdown of SNU Global Volunteers Program in 2018

	Summer	Winter	Total
Countries/ Volunteer Groups	6 countries 6 volunteer groups	7 countries 8 volunteer groups	8 countries 14 volunteer groups
Student Volunteers	233	300	533
Beneficiaries	5,598	9,986	15,584
Volunteer's Avg. Satisfaction with Program	4.39/5.0	4.12/5.0	4.26/5.0

Source: 2019 SNU Operational Performance Self-Evaluation Report p.381

As such, it was found that various programs are operated to meet the needs of various students. However, it seems that programs to share culture would be more effective in understanding other cultures by allowing all students to participate, rather than categorizing attendees. In addition, for international students, efforts of sharing available information and promoting programs are needed to encourage active participation.

Value Awareness Programs

The Diversity Council was found to be making various efforts to raise awareness of the value of diversity for university members. In the case of the international faculty, the diversity council holds annual foreign faculty meetings to find out what the main problems they are facing and to find ways to support them. Since 2019, the value recognition program of the Diversity Council has been added to the workshop program for new professors. This is considered an important starting point for new professors to recognize the importance of diversity values on campus. In addition, a workshop is held annually for staff in charge of diversity in each institution. As staff members in charge of investigating the current status of diversity at the front line, it is analyzed as an important workshop that can spread the value of diversity as it is a place where all of them gather together and share their opinions.

The SNU Diversity Pioneers Challenge is also held every year. This is an idea contest to raise awareness of diversity values among SNU members and to spread diversity culture. It is showing a lot of interest by participating not only students but also professors, such as suggesting in-school services for parent students and 'convergence studies' to experience academic diversity. In addition, in commemoration of the reorganization of the website, an event called "One Line of Diversity" was held for all members of SNU to share their thoughts on diversity. The Diversity Council also seeks to share diversity value through books by holding a public contest for "Recommendation of Diversity-related Books" every year. In addition, it was found that the student internship program was planned and operated from the first semester of 2019 to provide students with an opportunity to participate creatively and proactively in spreading a culture of respect for diversity within the campus.

Various institutions other than the Diversity Council also implement diversity value recognition programs for university members. The Academy of University Administration, which provides various educational programs for staff, is also conducting education by establishing a "Diversity Culture Settlement Course". In the Human Rights Center, diversity education was added to the human rights education program for the executive of the student association. It was also confirmed that the role and activities of the Diversity Council were introduced at the welcome meeting of new foreign professors hosted by the Office of International Affairs.

4.2.8 Informal Interaction Diversity (Rutgers)

Diversity Innovation Grants

The Division of Diversity, Inclusion, and Community Engagement (DDICE) seeks proposals for projects and activities that move the community values from ideals to actions every year. As the DDICE invests in broader institutional efforts to advance an inclusive campus culture, Diversity Innovation Grants offer a way for creative, innovative, and grassroots efforts to join in the university's larger strategy. Proposed projects should encourage understanding and learning, invest in relationship-building across difference, and offer new ways to promote equity and diversity for an inclusive campus culture. The DDICE invites projects that encourage conversation and connection across race, religion, class, immigration status, gender identity, sexual orientation, age, ability and nationality to create opportunities for belonging and to strengthen a sense of community. Grants range from $250 to $2,500 and the funded projects include workshops, trainings, events, research and more (Rutgers Website). The selected proposal was released on the website with a brief description, and it was found that various members of the university participated, such as faculty, staff, and students. The interest and response are so great that it is expected to contribute to forming an inclusive community.

Diversity Peer Education

There are various opportunities for students to get engaged in the mission of fostering a diverse and inclusive campus culture across Rutgers - New Brunswick. 'Student Affairs Diversity Peer Educators (DPEs)' consist of Rutgers–New Brunswick students committed to educating their peers on topics of diversity, inclusion, and social justice. DPEs serve as a resource, and provide workshops and educational sessions. Douglass Diversity, Equity, and Inclusion Ambassadors are students interested in creating a greater sense of community among Douglass students, celebrating the variety of cultures and experiences within Douglass, and advancing open mindedness and diversity of thought. 'Honors College Diversity Peer Education Program' is dedicated to spreading cultural awareness and sensitivity as well as promoting diversity and social justice within the Honors College community at Rutgers University - New Brunswick (Rutgers Website).

Access Week 2020

Established in 2013 as an extension of TRIO Day, Access Week is a Rutgers-New Brunswick university-wide initiative that offers a week of community programming and dialogue to create campus awareness for first-generation, low-income, and historically underrepresented students. The week is filled with a range of public lectures, faculty, staff and student workshops, student programming, alumni engagement, and community service opportunities. Scheduled events for Access Week 2020 are 'I Am College Bound College Fair & Youth Summit', 'Student Access Forum: Pursuing an Educational Equity Mindset', 'Intercultural and LGBTQIA Student & Alumni Networking Mixer', and 'Student Success Conference', etc. (Rutgers Website).

Student Mentoring Programs

Rutgers University has many resources that support mentoring from facilitated mentoring programs to providing resources to develop research -based mentoring practices for faculty, staff, and students. Black Brothers and Sisters Mentoring Circle serves as an opportunity for students to chat over dinner and connect with black faculty, staff and alumni. This is organized by Paul Robeson Cultural Center and occurs every last Thursday of the month; topics vary. The National Mentoring Resource Center provides a collection of mentoring handbooks, curricula, manuals, and other resources that practitioners can use to implement and further develop program practices.

TAPcast

TAPcast is an educational podcast created by the TA Project. Professors, graduate students, administrators, and other members of the Rutgers educational community discuss multiple issues regarding pedagogy in the contemporary classroom such as language for inclusion, controversial topics and diversity in the classroom. The university community could learn more about current trends in university instruction and hear creative tips about managing their time in and out of the classroom, and discover resources for expanding their pedagogical repertoire. Thus, unlike the traditional Workshop, Seminars method, TAPcast is a program that provides education for class diversity and shares opinions together through podcasts, which is believed to be of great help to recognize diversity among university members.

4.2.9 Comparison and Analysis of the Informal Interaction Diversity Policies

Support Programs for Students

In the case of SNU, various programs for the education and life of students were being conducted at the Office of Student Affairs, the Office of International Affairs, various levels of educational units, and support organizations, etc. In particular, the operation of an On-Campus Police Desk through collaboration with a local police station is thought to be of great help in terms of public safety and legal support for international students. SNU Buddy, a group for foreign exchange and visiting students, has a high participation rate of about 400 students each semester. The SNU Buddy plays an important role as a cultural exchange organization through active exchange between students, diverse cultural experience activities, and sharing of useful living information.

Need to enhance information accessibility of various programs

As such, it was found that various programs were organized to suit the needs of diverse students. However, programs aimed at sharing different cultures can be effective in enhancing understanding of other cultures by allowing everyone to participate rather than limiting the participants. Also, it seems that students need better access to information about programs in order to select and participate in the programs they need. Therefore, each program planner needs to make efforts to provide information so that access to information is not blocked due to language problems.

In the case of Rutgers, it seems that they are providing information by classifying programs by function so that students are easily accessible to many beneficial programs. If access is only made to each department's website, it may be difficult to promote the program. Information about each student's needs should be noticed quickly so that they are more likely to participate in the program. In addition to introducing programs for each department, providing program information classified by members or functions through one window may be effective in providing fast information. In the case of Rutgers, the website operated by the Division of Diversity, Inclusion, and Community Engagement (DDICE) seems to serve as a window.

However, some of the programs run by Rutgers seem to limit the participation of other campus

members, as they are limited within a certain campus. The Diversity Innovation Grants is the case, and this program is conducted by The Division of Diversity, Inclusion, and Community Engagement (DDICE). Only members of New Brunswick are allowed to participate, and members of the Newark or Camden campuses are not allowed to participate. Participation may be limited in certain programs due to different locations, but otherwise, it seems necessary to expand the scope of the target so that members of the entire university can share it.

Value Awareness Programs

In the case of Rutgers, DDICE is promoting an one-year dialogue program to help professors and staff discuss issues related to university diversity. This can be seen as providing a driving force for university members to reflect the value of diversity in education and administration at all times. An example of this is the Cultivating Inclusion and Transformational Excellence (CITE) Learning Community.

Diversity Peer Education

In addition, it was confirmed that Diversity Peer Education is being actively utilized. This can have the effect of fostering students who have participated in various activities as a diversity educator, delivering value education to other colleagues. As the same student, not as a professor or staff, the educational effect can be seen as great. The Student Affairs Diversity Peer Educator, Douglass Diversity, Equity, and Inclusion Ambassadors, and Honors College Diversity Peer Education Program are examples.

In the case of SNU, it was found that various organizations, including the Human Rights Center, the Office of International Affairs, and the Academy of University Administration, are making efforts to raise awareness of the value of diversity among university members. In particular, the diversity council conducts an annual workshop for diversity managers in each institution responsible for submitting various statistics related to diversity. It is seen as an important workshop that can spread the value of diversity to its members, as it is a valuable time to share the current status of diversity across Seoul National University and share the main activities of the diversity council and future directions.

The interview with a chair of the diversity council who mentioned the nature of diversity was

impressive. She said that *"I think the essence of diversity is not underrepresented group protection, but to realize that everyone is different and to care and respect each other."* This is interpreted as meaning that diversity should go beyond the protection of minorities and ultimately be perceived as a universal value that recognizes and respects differences. Therefore, it seems necessary to prepare and utilize various regular and systematic education programs in order for the perception of diversity values to permeate into campus daily life. There seems to be a need to explore various methods, such as cultivating and using peer educators.

4.3 Cultural Competency: Institutionalization of Cultural Diversity Policy

4.3.1 Institutionalization of Cultural Diversity Policy (SNU)

Main Engine: SNU Diversity Council

The SNU Diversity Council is a presidential advisory body which was established in March 2016 with the will of SNU members to respect diversity culture and build a harmonious academic community. The basis for the establishment of the Diversity Council is specified in the constitution and school regulations of SNU, along with the functions to be performed. Such institutional clarification can be considered as a significant driving force for the university's diversity policy. For reference, the list and roles of various organizations and institutions of SNU related to diversity promotion other than the Diversity Council can be found in Appendix 2 (P77).

Main Functions of the SNU Diversity Council

The diversity council carries out research and surveys and develops policies for promoting of diversity. They seek opinions on diversity within and outside SNU and encourage communication. The diversity council also provides educational programs that increase awareness of the value of diversity and publish an annual report on diversity stats and achievements at the university. The purpose of an annual report is to analyze diversity among the SNU community members and evaluate the university's efforts to create an inclusive campus. Therefore, this creating annual report is an important part of the diversity council's function. By operating the Diversity Council Committee, the decision-making body of the Diversity Council, SNU analyzes major issues related to diversity and discusses ways to

resolve them. Another important activity of the Diversity Council is to hold two or three policy forums each year to discuss major issues related to diversity with members from inside and outside the university and to seek ways to enhance diversity.

Research and Policy Proposal Activities of the Diversity Council

Since the establishment of the Diversity Council, various studies have been conducted for diversity of university members. Meaningful studies have been conducted, starting with a study aimed at improving the diversity of faculty and supporting measures for international students. More than anything else, SNU conducted a diversity climate survey on its members in 2016. It is analyzed that it was an important attempt in that it is essential to investigate diversity awareness of members for the diversity policy. However, the participants in the planning research project are mainly composed of professors in various fields, which seems to require the participation of various members of the field, such as researchers, staff members, and students. This is because approaching issues from various perspectives has the advantage of being able to draw more practical measures.

It was found that the proposed policies through these studies have been partially reflected or expected to be implemented. With the improvement of the system for supporting various food cultures on campus, meat and ingredients information began to be displayed on the menu, and halal foods were provided for Muslim members. With the expansion of support for parent students, the eligibility for entry to work daycare centers has been reduced, making it possible for children of non-regular workers and children of students on maternity or paternity leave to enter. In 2018, the Diversity Council attempted to grasp the current status of part-time faculty and researchers, which had been marginalized, and raised the need to prepare institutional support measures accordingly. In addition, it can be seen as a representative achievement that at least 20% of minority gender should be formed when forming a SNU council as a measure to expand participation of female faculty in governance.

In an interview, a staff member commented on the most difficult aspect of working on diversity: *"There are not many diversity organizations in Korean universities yet, and discussions on diversity have not been activated, so there have been many questions about what role the diversity council plays and why it is necessary."* However, she also mentioned the positive aspects of perception change compared to the past through continuous activities related to

diversity. Considering the fact that the SNU Diversity Council was launched in 2016, it is seen as significant achievements and has played an important role in the formation of an inclusive university community. It is expected that if education, research, and administrative bodies, led by the main engine of diversity, cooperate and link to reflect the value of diversity in the overall field of the university, the SNU will be able to establish an inclusive community and become a world-class university at the same time.

With the recognition of the importance of the functions and roles of the SNU Diversity Council, other universities in Korea are trying to promote the establishment of a diversity council. In the case of Korea University, the Korea University Diversity Council was officially launched in February 2019, and it seems that Chung-Ang University and Seoul National University of Science and Technology are also pursuing the establishment of a diversity organization. It is expected that SNU will make a great contribution to promoting diversity and spreading values of diversity for universities as well as Korean society through joint solidarity activities with other universities and local communities.

4.3.2 Institutionalization of Cultural Diversity Policy (Rutgers)

Regulations Related to Diversity

Representative policies for prohibiting discrimination in relation to diversity are 'Equal Employment Opportunity and Affirmative Action Policy', 'Policy Against Discrimination, Harassment, and Related Interpersonal Violence', and 'Code of Student Conduct'. These policies were approved by the university's Board of Governors, the Board of Trustees, and the President. Equal Employment Opportunity and Affirmative Action Policy outlines the university's commitment to equal employment opportunity and affirmative action. This policy is designed to inform university employees, including student employees, that the policy applies to all areas of university operations and programs. Policy Against Discrimination, Harassment, and Related Interpersonal Violence discusses the University's prohibitions against discrimination and harassment based upon membership in enumerated protected classes as well as the prohibitions against retaliation based upon the exercise of rights pursuant to the Policy. The Policy also references the process for reporting violations of the Policy. Lastly, the University Code of Student Conduct was created to ensure the safety and security of the Rutgers community. This document is intended to ensure students and organizations are aware

of their rights and responsibilities within the conduct process, and to uphold the integrity and values of the Rutgers, The State University of New Jersey. When students choose to enroll at Rutgers University, they are expected to embrace its values (Rutgers Website).

Main Engine: Division of Diversity, Inclusion, and Community Engagement (DDICE)

DDICE is located in New Brunswick, the main campus of Rutgers and plays a pivotal role as a department dedicated to diversity at Rutgers. Division of Diversity, Inclusion, and Community Engagement (DDICE) works to advance diversity and inclusion in recruitment, retention, curriculum, research, and community engagement efforts across Rutgers University. There are about 23 employees, including Vice Chancellor, and are made up of experts responsible for diverse tasks related to diversity such as planning, education program, student support services, and diversity communications and marketing.

Main Functions of the DDICE

The Division of Diversity, Inclusion, and Community Engagement (DDICE) has a core objective to develop strategy and an understanding of shared responsibility to nurture institutional diversity and build community. Table 4.15 shows the detail duties of the DDICE.

Table 4. 15 Main Functions of the DDICE

Main Duties
• Partner with other Rutgers offices and departments to create, promote, and implement university-wide   policies that advance diversity and inclusion.
• Support university schools and departments, in order to recruit and retain a diverse faculty.
• Provide students with resources and learning opportunities including community-based internships that   prepare them to engage as contributing members of a diverse society.
• Foster programming through our centers and institutes.
• Produce in-depth programming on topics such as cultural stereotypes, gender roles, analysis of media, victimization and power, sexuality, personal responsibility and well-being.
• Promote opportunities for faculty research and teaching that advance understanding of diversity, inclusion, equity, and access.
• Encourage and provide support for ongoing collaborations with community, state, national, and international stakeholders.
• Promote art and culture that advances our mission.
• Communicate the institutional commitment to diversity widely.

Source: DDICE Website

Programs for Fostering Inclusive Academic Community

Division of Diversity, Inclusion, and Community Engagement (DDICE) provides academic support in partnership with schools, departments, and units to ensure that student have experiences beyond the classroom that enable them to thrive. Table 4.16 shows the representative program status that DDICE provides to students in collaboration with other organizations.

Table 4. 16 Trips & Enrichment Activities

Program	Activities
Alumni–Student Mixers	To help promote and facilitate connections between students and alumni, particularly among underrepresented students, while also providing alumni-to-alumni networking opportunities.
United Nations Visit	In partnership with Rutgers Global and the Department of Africana Studies, we take students outside the classroom to provide an in-depth look into important world matters such as human rights, sustainable development, climate change, children armed in conflict, and more.
Visit Washington, D.C	Includes visits to the National Museum of African American History and Culture, the Smithsonian, and various congressional offices.

Source: DDICE Website

DDICE also partner with Student Affairs to offer a wide array of programs, services, and opportunities that enhance the overall student experience by cultivating student learning and success outside the classroom. In partnership with the Center for Latino Arts & Culture (CLAC), Educational Outreach sponsors undergraduate students to engage in an 'Alternative Spring Break' experience centered on community service. The experience offers students an affordable opportunity for immersion and learning abroad. 'Rites of Passage Ceremony', administered by the Paul Robeson Cultural Center (PRCC), is a pre-commencement celebration to honor Black and Latinx-identified students who through persistence have successfully completed an undergraduate or graduate degree at Rutgers–New Brunswick. 'Paul Robeson Living-Learning Community' was established in 1976, a symbol of acknowledgment of the late Paul Robeson, this community encourages interaction and involvement, scholarship, and self-growth. Community members stress cultural enrichment and awareness among themselves, other members of the residence hall, and the Rutgers community (DDICE Website).

Cultivating Inclusion and Transformational Excellence (CITE) Learning Community

Rutgers University is committed to fostering a campus climate where every student, faculty, staff member, alumni, and visitor feels welcomed, affirmed, included, and valued. To realize this vision, all members of the campus community must be engaged in this important work. In the spirit of cultivating this environment, the Division of Diversity, Inclusion, and Community Engagement offers a yearlong sustained dialogue program for faculty and staff. These yearlong, bi-weekly learning communities are designed to engage faculty and staff seeking to develop their critical consciousness, engage in meaningful cross-cultural dialogue, and develop greater capacity for social equity through change agency (Rutgers Website).

Cultural Centers for Diversity and Inclusion

Rutgers offers a diverse and varied lineup of cultural events and programming by academic departments, student clubs, libraries, art museums, and various institutes and cultural centers. The table 4.17 shows main cultural centers and their functions to realize Rutgers university's diversity policy.

Table 4. 17 Main Cultural Centers for Diversity Policy

Cultural Centers	Functions
Asian American Cultural Center	The center works with Asian American student organizations and various Rutgers departments, as well as community-based organizations, to develop cultural programs and provide a variety of activities for the Rutgers community.
Center for Latino Arts and Culture	The center researches, documents, and promotes Latino/a, Hispanic, Caribbean, and Latin American arts and culture, offering a variety of arts and cultural programming for the Rutgers community and beyond.
Paul Robeson Cultural Center	The center provides educational, cultural, and social programs and services that reflect the experiences and aspirations of minority students, with an emphasis on African Americans.
Center for Social Justice Education and LGBT Communities	SJE and LGBT Communities foster all students' engagement with an understanding of the complex issues of power, privilege, and prejudice. SJE promotes students' exploration of modes of advocacy and activism in order to change the structures that exclude and oppress groups and individuals.

Source: DDICE Website

Tyler Clementi Center

Rutgers University and the Tyler Clementi Foundation operate a unique center dedicated to

education and advocacy for bias prevention. The Tyler Clementi Center examines the impact of bias, peer aggression, and campus climate on postsecondary students who experience marginalization or stigma related to their sexual orientation, gender identity, and expression, race, ethnicity, nationality, religion/faith, and/or ability among other stigmatized identities/experiences (Rutgers Website).

The Herbert and Leonard Littman Families Holocaust Resource Center

The mission of The Herbert and Leonard Littman Families Holocaust Resource Center (HRC) at Rutgers University is to teach future generations about the Holocaust by training educators and providing educational materials to teachers, students, and scholars. Its programs are designed to enhance public awareness of the Holocaust and promote discussion of racism, genocide, discrimination, and the importance of protecting human rights. The HRC is an important part of the Bildner Center's overall mission of prejudice reduction and outreach to the broader community. The State of New Jersey mandates the inclusion of Holocaust education in the public schools which created an urgent need to provide school teachers with appropriate training. The Littman Holocaust Resource Center is a registered professional development provider with the New Jersey State Department of Education (Rutgers Website).

4.3.3 Comparison and Analysis of Institutionalization of Cultural Diversity

In the case of Rutgers, core values related to diversity were designated and shared among members, and it was confirmed that various programs were operated through linkages with various cultural centers, academic units, and local communities based on DDICE, the main engine for diversity. In addition to the main engine of diversity, a task force team was formed according to diversity leadership to conduct research through focus meetings, town hall meetings, etc. to find out the difficulties felt by students. It is characterized by the fact that it is composed of students who can represent each minority when forming a task team. It is analyzed as an important factor that enables the task force to grasp the actual status of students: what they think and what they need.

For SNU, since the establishment of the Diversity Council, various studies have been conducted, including research on ways to increase diversity of faculty and support measures for international students, starting with a diversity climate survey of the university members. It

was confirmed that meaningful policy proposals were presented based on the results of these studies, and that some of the policy proposals were reflected and implemented. Considering the fact that the SNU Diversity Council was launched in 2016, it is analyzed that it has been significant achievements and has played an important role in the formation of an inclusive university community.

What needs to be considered in the future seems to be the need for collaboration through building links with other institutions. This will be helpful to nurture institutional diversity and build various community. It is analyzed that the vitalization of various communities and their solidarity could have a synergy effect on promoting diversity of members. In addition, it was found that the Diversity Council Committee, an important decision-making body of the Diversity Council, needs to be adjusted to a three-dimensional composition of committees and members to represent each member of the campus.

The biggest difference between the diversity main engines of the two universities is that in the case of SNU, it serves as an advisory body, and in the case of Rutgers, it serves as an administrative body. An advisory body may have limitations in their function or role in implementing diversity policies across the university. Diversity status analysis and the functions of policy research and proposals are also important, but at this point, it is considered as a step that requires efforts to reflect these results in policy across the university. Therefore, it is analyzed that in the future, changing the organization's nature and expand its functions is necessary so that the policy related to diversity can be implemented through cooperation and linkage with other institutions beyond the nature of consultation.

Chapter V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

In Chapter IV, the diversity policies of the two universities were classified into four types namely, structural diversity, class diversity, informal interaction diversity, and institutionalization of cultural diversity as analytical tool which is based on the conceptual attributes of cultural diversity. Also, the contents of each policy were compared and analyzed. As a result of the analysis, several important factors that can promote the cultural diversity policy of the university could be identified as shown in Table 5.1. The first major factor is the diversity leadership of the university. Next, the linguistic environmental elements of a university can act as a strengthening factor in both aspects of structural diversity and class diversity. In addition, the composition and connection activities of various communities could act as a facilitating factor for structural diversity. In the case of informal interaction diversity, programs accessibility and regular and systematic value awareness programs were identified as important factors. In the case of institutionalization of cultural diversity, the sharing core values for diversity, the systematic organization of the department dedicated to diversity, and the linkage and collaboration between institutions were considered to be important factors.

Table 5. 1 Important Factors for Strengthening Cultural Diversity Policies

Types of Diversity Policy	Important Factors	
	A university's Diversity Leadership	
Structural Diversity	Linguistic Environmental Factors on Campus	The Composition and Connection Activities of Various Communities
Class Diversity		
Informal Interaction Diversity	Accessibility of Programs	
	Regular and Systematic Value Awareness Programs	
Institutionalization of Cultural Diversity	Defining and Sharing Core Values of Diversity	
	The Systematic Organization of a Main Engine for Diversity	
	Linkage and Collaboration Between Institutions	

Source: Author

Diversity leadership at universities can be an important driver of diversity policies and it can

be implemented in all areas of education, research, and administration of universities only if the leaders of the organization are fully aware of the value of diversity and have a strong willingness to share these values among community members. In the case of SNU, the representative example is the operation of the curriculum for nurturing good-hearted talents and social contribution-type courses based on the strong will of the university leaders. In the case of Rutgers, a task force was formed under the diversity main engine to conduct research on the status of diversity throughout the university. The formation of a task force on inclusion and community values can be seen as an example of the active diversity leadership of the university that complements existing diversity policies and seeks future directions.

The linguistic environmental factors of the university can be particularly advantageous for expanding structural diversity. In addition, as an important factor for Class Diversity, it is an element that needs attention to lectures in foreign languages and efforts to expand information access. The composition and connection activities of various communities, which are the factors that can strengthen the Structural Diversity, were analyzed as an important element for representing minority groups and promoting communication and understanding among members.

Accessibility of programs, which is the strengthening element of Informal Interaction Diversity, can be driven by efforts to provide language services for foreign members and to provide a single platform for easy access to various program information. Regular and systematic Value Awareness Programs, another crucial element of Informal Interaction Diversity, were identified as an important factor for the perception of diversity values of campus members. In terms of Institutionalization of Cultural Diversity, defining and sharing Core Values of diversity is seen as a facilitating factor in recognizing diversity values and revitalizing diversity policies. Two more important facilitators of Institutionalization of Cultural Diversity are a systematic main engine for diversity, and linkage and collaboration between institutions. The systematic organization of a main engine and the input of personnel and budgets could enable the establishment of linkage and collaboration between institutions, which will eventually contribute to the formation of an inclusive university community.

5.2 Suggestions

With the consideration of the above important factors that can promote cultural diversity policies, some suggestions for the future policy direction of Seoul National University are presented as follows.

5.2.1 Structural Diversity

A Faculty Diversity Monitoring Committee

The diversity of the faculty is very important because the faculty has a direct effect on education and college life for students. Therefore, it should be balanced with faculty members from diverse cultures and backgrounds as well as gender, and the university authorities should make separate efforts to maintain it. SNU should strive to keep faculty diversity in recruitment and retention, and dedicate the necessary resources to make that happen. The SNU faculty personnel department should request all academic units at SNU to craft a multi-year plan detailing how they will diversify their respective faculties. The faculty personnel department should also develop mechanisms to assist and monitor the diversity efforts of each academic unit.

Another way is to expand the function of the Faculty Employment Gender Equality Committee, which monitors gender equality in the process of screening professors' new appointments, to a committee that can monitor not only gender equality but also the diversity employment aspect of faculty. This continued effort to expand the structural diversity of the university is important. However, it is time for the policy utilization effort that allows members to actually experience the value of this structural diversity in areas such as education, research, and campus life.

Encouraging of Various Community Activities

It seems necessary to establish various communities so that minority groups are not marginalized and to support continuous communication between members. This is because by forming a community rather than individuals, it can serve as a channel for communication that can convey their representations and opinions well. It is also necessary to listen to their grievances through conversations with university officials and communities representing minor

groups. This will provide these groups with opportunities to voice their concerns to the University leadership, and discuss proactive strategies to deal with the challenges that confront them. Therefore, various community activities are expected to enhance understanding among members and, above all, promote organizational harmony.

5.2.2 Class Diversity

Including Questions about Diversity Sensitivity and Content on Course Evaluations

The first thing we would like to suggest regarding class diversity is to include diversity assessment questions in the course evaluation. Students will be able to evaluate not only the professor and class content as before, but also the course's and the professor's sensitivity towards cultural difference. By doing this, professors could be able to consider more of the factors of diversity when dealing with students or delivering the content of lessons.

A Diversity Requirement for Graduation

It is important to include diversity requirements as part of the curriculum structure in order to practically engage students on topics related to diversity. However, it will be necessary to fully listen to students' opinions in advance and discuss them together. In order to meet the graduation requirements, students are exposed to theoretical issues related to diversity such as race, religion, immigration, gender, and sexual identity, and take courses that require discussion. Taking courses dealing with these diversity-related topics will not only expose students to today's major socio-political and cultural issues, but will also give them access to opinions and ideas that differ from their own ideas.

It is also known that some universities in the United States are already implementing it. The Rutgers task force report (2017) shows The Ohio State University, University of California-Berkeley, and Northwestern University have a diversity requirement as part of their general education requirements for graduation. The University of Illinois also requires students to take a course on "American minority culture" in order to facilitate a more inclusive atmosphere on campus. Even schools focusing on technical education, such as MIT, have extensive diversity requirements as part of their curricular structure. In order to cultivate future inclusive leaders, universities are obliged to provide students with tools to critically address issues such as

hierarchy and oppression and to promote equality and justice in the world.

5.2.3 Informal Interaction Diversity

Strengthen Information Accessibility for Diversity-Related Programs

Currently, SNU is conducting a number of various programs for diverse students. Access to information about programs is most important for students to participate in programs that suit their needs. The two main efforts required for information accessibility are to provide language services for international students and a single platform for easy access to various program information. The first language service is an effort to provide information in English other than Korean so that international students are not blocked from accessing information due to language problems. Second, providing a single platform is an effort to ensure that members have quick access to various program information from one window. Therefore, SNU needs to develop a website featuring the programs and events of the cultural diversity. For this, first of all, it seems necessary to investigate and collect data on what is the academic fields, research institutes, and various activities related to diversity at Seoul National University. These collected data could also enable the university to diagnose and supplement diversity-related policies.

Cultural Sensitivity Training for Faculty and Staff

The university's infrastructure and facilities should be sensitive and receptive to the needs of the diverse communities that make up the SNU. Therefore, SNU community members, especially professors and staff, need to receive regular training on academic and interpersonal skills necessary to work in various cultural environments on campus. The regular cultural sensitivity training of faculty and staff could help them increase understanding, empathy, and responsiveness to students' cultural diversity. Currently, sexual harassment and sexual violence prevention education is mandatory once a year, so it could be a way to design a cultural sensitivity education in conjunction with this education.

5.2.4 Institutionalization of Cultural Diversity

Defining and Sharing Core Values for Diversity

It seems necessary to identify specific core values that members agree and the university community can inclusive and unite. If these values include respect for the value of diversity, it will greatly help university members recognize the value of diversity and promote diversity policies. It also seems necessary to study how university members can share and realize these core values. For instance, we could emphasize these values during New Student Orientation and New Faculty/Staff Orientation. It could help members to clearly understand what factors SNU values as a higher education institution and what values support the university's vision and mission.

Expanding the Function of the SNU Diversity Council

The current SNU Diversity Council, as an advisory body, may have limitations in carrying out diversity policies in conjunction with other organizations, such as academic units, administrative bodies, and research institutes. Diversity status analysis and the functions of policy research and proposals are also important, but further efforts are needed to reflect these results in education, research, and administration. In order to actively implement these diversity policies, it is essential to establish links and cooperation with other organizations. Our analysis suggests that an organization capable of leading diversity-related tasks as an administrative body is needed for the implementation of these policies. Therefore, it is considered that it seems necessary to expand the functions of the diversity council by changing the characteristics of the organization. The systematic organization and subsequent input of personnel and budgets could serve as a driving force to reflect the value of diversity in the entire field of the campus, and could further contribute to local communities.

Three-dimensional Composition of the Diversity Council Committee

Currently, the Diversity Council Committee has about 15 members, mainly composed of professors who are vice deans of student affairs, and also includes an employee, a student, and external personnel. As such, the composition of the committee is focused on professors, so it seems necessary to adjust the committee structure to represent each member of the campus. For example, it seems necessary to have a committee that can represent the student's position, such as an undergraduate student leader, an international student leader, or a female student leader. In addition, it seems necessary to form a committee to represent foreign faculty and other minority groups. Table 5.2 shows the student participation status of major decision-

making bodies at Seoul National University. It can be confirmed that the diversity council committee has fewer student participation than other committees.

Table 5. 2 Number of Students Participating in Major Decision-making Bodies

	No. of Committee member	Grounds for Establishment	Composition	Student Participation
SNU Senate	50	Act on the Establishment and Management of Seoul National University (hereafter, "AEMSNU"), Article 16	No more than 50 faculty and staff members	Observers (1 undergraduate student, 1 graduate student)
Scholarship and Welfare Committee	15	AEMSNU Enforcement Ordinance, Article 18	No more than 15 experts in the relevant field from in- and outside of SNU	1 undergraduate student, 1 graduate student
Tuition Deliberation Committee	9	University Regulations, Article 113	3 faculty members, 3 students, 2 experts, 1 alumni or parent of a current student	2 undergraduate students, 1 graduate student
SNU Diversity Council	15	University Regulations, Article 48, Clause 3	Faculty, staff, external personnel, students	1 graduate student
Human Rights Center Operating Committee	15	Human Rights Center Regulations, Article 12	Must include at least 3 women, 2 students, 2 staff	1 undergraduate student, 1 graduate student
SNU Siheung Campus Promotion Committee	14	Internal guidelines	18 faculty members, 2 students	1 undergraduate student, 1 graduate student

Source: SNU Office of Planning and Communication (As of June 1, 2019)

The participation of students can see the effect of establishing a system that can directly hear the difficulties of minority students. This is because the university can supplement the programs only when they actually understand what difficulties students are experiencing and what students are thinking. The composition of committees for each sub-team under the main committee could also be one way. For example, it can be classified into targets such as faculty, staff, researchers, and students, or constitutes sub-committees by function such as gender, curricula, faculty diversity, gender equality, solidarity with other organizations or local communities. This composition of committee members for each policy target or function could have the advantage of enabling professional and efficient policy management.

Establishing a Cooperation Mechanism Between the Main Engine and Each Institution

It is important to provide institutional support to realize diversity policies. Therefore, it seems necessary to establish exchanges, role-sharing and cooperation systems between policy actors. If information and opinions are shared through regular meetings with major related organizations such as the diversity council, academic units, administrative bodies, research institutes, student associations, etc., it could be possible to establish an institutional infra system that can implement practical diversity policies. Through this cooperation system, the effectiveness of policies can be identified and good policies can be activated to develop policies that can be shared by more members.

So far, the cultural diversity promotion factors identified by the comparison and analysis of the diversity policies of the two universities have been presented. Also, in consideration of these important factors, several directions for SNU's diversity policy were presented. Promoting cross-cultural dialogue and cooperation is one of the most pressing issues of our time. Academic excellence through diversity and inclusion is a key part of higher education institutions. This is because diversity broadens individuals' perspectives and strengthens their education as they interact and collaborate with themselves and others. Therefore, higher education institutions should strive to create a space for groups that are prone to marginalization, and to promote meaningful and positive interactions between diverse individuals and communities.

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Rutgers Fact Book

Appendix

Appendix 1. SNU Academic Courses Related to Diversity in 2018

Department	Course Title	Degree Course	Course Type
Dept. of Korean Language and Literature	Korean Literature & World Literature	Bachelor's	General Education
Dept. of Western History	Gender in Western History	Bachelor's	General Education
Dept. of Asian Languages and Civilization	Women and Gender in Asia	Graduate School	Major Elective
Dept. of Linguistics	Socio-linguistics	Bachelor's	Major Elective
	Languages of the World	Bachelor's	Major Elective
	Studies in Sociolinguistics	Graduate School	Major Elective
Dept. of Religious Studies	Meditation and Practice	Bachelor's	General Education
Dept. of Social Welfare	Poverty, Inequality and Social Policy	Graduate School	Major Elective
Department of Sociology	Social Stratification and Inequality	Bachelor's	Major Elective
	Invitation to Sociology	Bachelor's	General Education
	Gender and Society	Bachelor's	Major Elective
Dept. of Anthropology	Social Groups and Inequality	Bachelor's	Major Elective
	Man and Culture	Bachelor's	General Education
	Understanding of Anthropology	Bachelor's	Major Elective
	Globalizing Korea	Bachelor's	Major Elective
	Evolution and Human Society	Bachelor's	General Education
	Anthropology of Education	Graduate School	Major Elective
	Language and Gender	Graduate School	Major Elective
Interdisciplinary Program in Gender Studies	Sexuality and Gender Equality	Bachelor's	General Education
	Masculinity and Gender	Graduate School	Major Elective
	Gender, Economy and Labor	Graduate School	Major Elective
	Gender Policy and State	Graduate School	Major Elective
Dept. of Biology Sciences	Science, Technology and Gender	Bachelor's	Major Elective
	Biodiversity and Environment	Bachelor's	Major Requirement
	Biology for Humanities and Social Sciences	Bachelor's	General Education
Forest Environment Science Major	Protected Areas under the Pressure of Globalization	Graduate School	Major Elective
Dept. of Education	Pre-seminar in Sociology of Education	Graduate School	Major Elective
Dept. of Social Studies Education	Critical Citizenship Education	Bachelor's	Major Elective
	Civic Education and Democracy	Bachelor's	Major Elective
	Civic Education and Social Ethics	Bachelor's	Major

			Requirement
	The State and Citizenship	Bachelor's	General Education
	Multicultural and Global Ethics	Bachelor's	Major Elective
Dept. of Ethics Education	Multicultural Education and Unification Education	Graduate School	Major Elective
Dept. of Geography Education	Cultural and Historical Geography	Bachelor's	Major Elective
Dept. of Child Development and Family Studies	Gender and Aging	Graduate School	Major Elective
Graduate School of Public Administration	Inequality and Public Policy	Graduate School	Major Elective
Dept. of Landscape Architecture	Biodiversity and Environmental Planning	Graduate School	Major Elective
International Cooperation Major	State, Capital, Labor in the era of Globalization	Graduate School	Major Elective
Predental Course	Biodiversity and Global Environment	Bachelor's	Major Requirement

Source: Diversity Statistics Research (as of October 1, 2018)

Appendix 2. SNU Diversity-Related Organizations/Institutions

	Organization/ Institution	Year Established	Duties
Central Administration	Office of Academic Affairs		Faculty personnel management, academic administration, curriculum development, etc.
	Office of Student Affairs		Supporting student activities and events, overseeing welfare affairs and scholarship programs, etc.
	Office of Research Affairs		Research support and research expense management, supervision of research facilities and researchers, etc.
	Office of Admissions		Admissions for undergraduate, graduate, and transfer students, etc.
	Office of International Affairs (OIA)		Overseeing international exchange and international events, supporting international professors, researchers, and students
	Committee for Gender Equality	2003	Developing plans to increase appointments of female faculty, handling instances of gender discrimination in appointment processes
	Diversity Council	2016	Conducting research, promoting diversity, offering training programs as a presidential advisory body
Supporting Organizations	University Library		Academic research support, user guide for book search
	Faculty of Liberal Education	2002	Development and operations of basic general education courses in three categories (Academic Foundations, Worlds of Knowledge, and General Education Electives) for bachelor's course students
Affiliated Facilities	Health Service Center	1957	Primary care, disease prevention, research for health promotion
	SNU Gwanak Residence Halls	1975	Providing undergraduate, graduate, and family housing
	Center for Child Educare Service & Research	1998	Operating the Baekhak and Neutinamu Day Care Centers; operating toddler, pre-school, and kindergarten programs for the children of faculty, staff, and students
	Center for Teaching and Learning (CTL)	2001	Supporting teaching and learning, developing e-learning contents, teaching writing skills, publishing a monthly webzine, operating an online reference room, etc.
	Center for Campus Life and Culture	2001	Operation of 24-hour SNU CALL counselling hotline, psychological counselling and personality testing, offering programs to develop interpersonal and other skills, facilitating mentoring and volunteer activities
	Center for Students with Disabilities	2003	Various types of support for the academics and campus lives of students with disabilities
	Career Development Center	2006	Supporting the learning and living activities of students with disabilities, career counselling and planning, job-seeking consulting, career development for female students and students with disabilities, encouraging inter-student connections and industry partnerships, providing connections with overseas internship opportunities
	SNU Mental Health Center	2007	Mental health management for students, faculty, and staff; preventative activities; conducting surveys
Affiliated Facilities	SNU Human Rights Center	2012	Providing counselling/ education on sexual harassment/violence and human rights, conducting surveys; providing counselling, complaint filing, investigation, and resolutions related to human rights violations

	Global Institute for Social Responsibility	2013	Social responsibility education, volunteer social service courses, domestic and foreign social service programs
Self- Governing Organizations/ Institute	Seoul National University Faculty Council	1960	Protection of faculty rights and interests; promotion of faculty fellowship; policy research, etc.
	Seoul National University Women's Faculty Council	1989	Promotion of female faculty's fellowship, rights, and interests, policy research on topics such as gender equality
	Seoul National University Student Association	1992	Strengthening student connections, seeking autonomy within the university, contribution to social development
	Seoul National University International Student Association (SISA)	2007	Holding sports competitions, cultural experiences, and food festivals for international students
	Seoul National University Labor Union	2012	Converted from a government employee union to a labor union after incorporation
	Mom in SNU	2012	Operating an online community for "parent students", helping create a campus conducive to both career advancement and childrearing, seeking alliances with those in other universities
	Seoul National University Graduate Student Association	2013	Promoting graduate student rights and networking through student councils in each department
	International Faculty Association	2017	Promotion of international faculty's fellowship and welfare; contribution to the internationalization of SNU
	Institute for Gender Research	2001	Research and theoretical study on various gender-related subjects
Other/ Off-Campus	The Association of Women Faculty Societies of Korean National Universities	2017	Exchange and cooperation for the promotion of gender equality in national and public universities
Other/ Off-Campus	Korea University Diversity Council	2019	Presidential body to promote and protect diversity at Korea University
	Chung-Ang University Gender equality TF		Research and activities to develop university management and culture using a gender equality perspective
	Chungnam National University Women Faculty Association		Implementation of gender equality policy, Diversity enhancement workshop
	Police Desk	2017	Formation of a team of Gwanak Police Station Foreign Affairs Division officers, which offers counselling and assistance in English, Chinese, and Korean to international student victims of crimes

Source: Diversity Statistics Research (2018)

Appendix 3. Interview Questionnaires

[Questionnaire: for Staff]

This important survey is about cultural diversity on campuses. Your answers are confidential and will be used only for research purposes to analyze the current cultural diversity policies of the university. This survey will take about 20-30 minutes to complete. Thank you in advance for your participation.

Background Concepts

For your understanding about the concept of diversity in this study, diversity is defined as 'various experiences, values, patterns of behavior, or social characteristics arising from differences such as gender, nationality, physical condition, financial situation, and social status'. In order to identify cultural diversity policies on this campus, structural diversity (the proportion of foreigners and women, etc.), class diversity (curriculum), informal interaction activities, and institutionalization of diversity policy (such as regulations, departments dedicated to diversity, budget supports and programs related to cultural diversity) are examined.

Questions

1. What do you think is the level of awareness of the diversity value of university members (students, professors, staff)?

2. What do you think is the standard for measuring diversity in universities?

3. The degree of diversity in a university cannot be conclusively stated because it takes into account a number of comprehensive factors. But to what extent do you think this university is considering diversity compared to other universities in and out of the country?

4. What has been the most difficult part of working on diversity and what is considered the most valuable achievement?

5. What part do you think should be preceded first for cultural diversity in this university?

   (ex. the proportion of foreigners and women, curriculum, informal interaction activities, departments dedicated to diversity, etc.)

6. What programs do you think are necessary for university diversity?

7. Are there many opinions or requests regarding diversity received from members, especially students? If so, is there a process to resolve the request?

8. Do you think the number of people and budget this university spend for diversity policy is appropriate?

9. Finally, what would you like to say to improve the diversity policy in this university?

[Questionnaire: for Students]

This important survey is about cultural diversity on your campus. Your answers are confidential and will be used only for research purposes to analyze the current cultural diversity policies of the university. This survey will take about 20-30 minutes to complete. Thank you in advance for your participation.

Background Concepts

For your understanding about the concept of diversity in this study, diversity is defined as 'various experiences, values, patterns of behavior, or social characteristics arising from differences such as gender, nationality, physical condition, financial situation, and social status'. In order to identify cultural diversity policies on this campus, structural diversity (the proportion of foreigners and women, etc.), class diversity (curriculum), informal interaction activities, and institutionalization of diversity policy (such as regulations, departments dedicated to diversity, budget supports and programs related to cultural diversity) are examined.

Questions

□ Recognition of the Value of Cultural Diversity

1. Have you ever heard of cultural diversity?

2. What do you think diversity is?

3. To what extent do you think class-mates have a cultural diversity value awareness?

(Structural Diversity)

4. Do you think the structural diversity of this university (such as the proportion of foreigners or women for students, professors, and staff) is appropriate during school life?

(Class Diversity)

5. Were there any classes to think about diversity and share with each other?

6. What classes do you think are necessary regarding cultural diversity?

(Informal Interaction Diversity)

7. Are you participating in club activities or other activities that allow cultural exchanges outside of official classes?

8. What cultural activities did you want to do?

9. What kind of help do you want from the university for cultural diversity?

☐ **Cultural Competency (Institutionalization of Cultural Diversity Policy)**

10. Do you know the any organization or departments in charge of diversity in your university?

☐ **Other**

11. Which of the following aspects do you think is the most important on campus?

- The proportion of foreigners and women, Curriculum, Informal interaction activities, Departments dedicated to diversity.

12. What part do you want the university to consider more for international students?

13. What was the most uncomfortable aspect of your campus life due to cultural differences?

14. Finally, what do you think this university should do first for cultural diversity?

국문 초록

대학에서의 문화다양성 정책:
서울대학교와 럿거스 대학교의 비교 연구

권 순 덕
서울대학교 행정대학원
글로벌행정전공

세계는 국제화의 빠른 속도로 다양한 국적의 사람들이 함께 더불어 살아가야하는 사회가 되었다. 한국도 빠른 속도로 세계화가 되어가는 점을 감안하면 이에 따른 구성원의 다양성을 고려하지 않을 수 없다. 대학 캠퍼스는 다양한 문화의 이해와 화합의 노력이 필요한 출발점이라고 볼 수 있을 만큼 중요하다. 많은 사람들이 고등교육을 문화적 규범, 가치, 신념을 생산, 순환, 분배하는 매개체로 인식하고 있는 이유이기도 하다. 본 연구는 질적 및 비교 연구로서 서울대학교와 럿거스 대학교의 외국인 학생을 위한 문화다양성 관련 정책 내용을 비교 및 분석한다. 두 대학 간의 어떤 차이를 보이는지 또한 그 요인은 무엇인지를 분석하여 서울대가 앞으로 나아가야 할 정책 방향을 제시한다. 이 연구는 캠퍼스에서 다양성 가치의 중요성과 필요성에 대한 인식을 높이는 데 기여할 수 있으며, 서울대가 대학 커뮤니티의 모든 구성원을 위한 지원 환경을 조성하기 위해 어떻게 노력할 수 있는지에 대한 중요한 대화의 시작이라고 볼 수 있다.

대학의 문화 다양성 정책에 대한 이해를 돕기 위해 다양성 관련 업무 담당자들과 두 대학의 학생들을 대상으로 인터뷰를 진행하였다. 또한 각 대학의 기존 연구 결과자료, 다양성 관련 통계, 보고서, 웹사이트 등의 자료를 활용하였다. 본 연구에서는 문화다양성의 개념적 속성을 근거로 한 분석 도구로 두 대학의 다양성 정책을 4유형 (구조적 다양성, 수업다양성, 비공식적 상호작용 다양성, 문화 다양성의 제도화)으로 분류하여 각각의 정책 내용을 비교하고 분석하였다.

분석한 결과, 대학의 문화다양성 정책을 촉진시키는 몇 가지 중요 요소를 확인할 수 있었다. 무엇보다 대학의 Diversity Leadership이 관련 정책의 중요한 촉진제가 될 수 있다. 조직의 리더가 다양성의 가치를 충분히 인식하고 이러한 가치를 커뮤니티 멤버 들 간 공유할 의지가 강해야 대학의 교육, 연구, 행정 등 전 분야에 다양성 정책이 시행될

수 있을 것으로 판단된다. 대학의 언어적 환경 요소의 경우 특히 구조적 다양성 확대에 유리한 요소로 작용될 수 있음을 확인할 수 있었다. 또한, 수업다양성에 중요한 요소로 작용하므로 외국어 강의와 정보 접근성 확대 노력에 주의를 기울여야 하는 원인으로도 분석된다. 구조적 다양성의 강화 요인으로 작용되는 다양한 커뮤니티의 구성과 연계 활동은 소수집단을 대변하고 구성원간 소통과 이해를 증진하는 중요한 요소로 분석되었다.

비공식적 상호작용 다양성의 강화요소인 프로그램의 접근성은 외국인 구성원들을 위한 언어서비스 제공과 다양한 프로그램 정보에 쉽게 접근할 수 있는 단일 플랫폼 제공의 노력이 더 많은 구성원의 참여를 이끈다고 보았다. 비공식적 상호작용 다양성의 또 다른 강화요소인 정기적이고 체계적인 가치인식 프로그램은 구성원의 다양성 가치 인식이 일상으로 스며들기 위한 중요한 요소로 파악되었다. 문화 다양성의 제도화 측면에서는 다양성을 위한 핵심 가치를 지정하고 구성원간 공유하는 것은 구성원의 다양성 가치 인식과 다양성 정책의 활성화에 촉진요소로 작용할 수 있는 것으로 보았다. 문화 다양성 제도화의 또 다른 중요한 촉진 요소는 다양성 전담부서의 체계적인 조직 구성과 기관간 연계 및 협업이다. 다양성 관련 업무를 위한 체계적인 조직 구성과 이에 따른 인원 및 예산의 투입은 기관간 연계 구축과 협업을 가능하게 하여 결국 포용적 대학 커뮤니티 형성에 기여할 수 있을 것이다.

문화 간 대화와 협력을 증진시키는 것은 우리 시대의 가장 시급한 문제 중 하나이며, 다양성과 포용을 통한 학문적 우수성은 고등교육기관이 추구해야 할 핵심의 한 부분이다. 다양성은 개인이 자신과 다른 사람들과 상호 작용하고 협력할 때 시각을 넓히고 교육을 강화 시키기 때문이다. 따라서, 고등교육기관은 소외되기 쉬운 그룹을 위한 공간을 만들고, 다양한 개인과 커뮤니티 간에 의미 있는 긍정적인 상호작용을 촉진하기 위해 노력해야 한다.