Multicultural Student Services Program Review

University of San Francisco
Division of University Life

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USF
UNIVERSITY of SAN FRANCISCO

VISION, MISSION *and* VALUES
of the University of San Francisco

Approved by the Board of Trustees September 11, 2001

VISION

The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban University with a global perspective that educates leaders who will fashion a more humane and just world.

MISSION

The core mission of the University is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The University will draw from the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.

CORE VALUES

The University's core values include a belief in and a commitment to advancing:

{ 1 } the Jesuit Catholic tradition that views faith and reason as complementary resources in the search for truth and authentic human development, and that welcomes persons of all faiths or no religious beliefs as fully contributing partners to the University

{ 2 } the freedom and the responsibility to pursue truth and follow evidence to its conclusion

{ 3 } learning as a humanizing, social activity rather than a competitive exercise

{ 4 } a common good that transcends the interests of particular individuals or groups; and reasoned discourse rather than coercion as the norm for decision making

{ 5 } diversity of perspectives, experiences and traditions as essential components of a quality education in our global context

{ 6 } excellence as the standard for teaching, scholarship, creative expression and service to the University community

{ 7 } social responsibility in fulfilling the University's mission to create, communicate and apply knowledge to a world shared by all people and held in trust for future generations

{ 8 } the moral dimension of every significant human choice: taking seriously how and who we choose to be in the world

{ 9 } the full, integral development of each person and all persons, with the belief that no individual or group may rightfully prosper at the expense of others

{ 10 } a culture of service that respects and promotes the dignity of every person.

STRATEGIC INITIATIVES

The following initiatives are key to the University's achieving recognition as a premier Jesuit Catholic, urban university:

{ 1 } Recruit and retain a diverse faculty of outstanding teacher-scholars and a diverse, highly qualified, service-oriented staff, all committed to advancing the University's Visions, Mission and Values;

{ 2 } Enroll, support and graduate a diverse student body, which demonstrates high academic achievement, strong leadership capability, concern for others and a sense of responsibility for the weak and the vulnerable.

{ 3 } Provide an attractive campus environment and the resources to promote learning throughout the University:

- Learning resources that improve the curriculum and support scholarship
- Facilities to support outstanding educational programs
- Technology solutions to enhance learning and improve service

{ 4 } Continue to strengthen the University's financial resources to support its educational mission.

Institutional Learning Goals Associated with USF's Mission Statement

Mission Statement	Associated Learning Goals *Graduates of the University of San Francisco will demonstrate:*
The core mission of the University of San Francisco is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.	1. Behaviors and express values showing sensitivity to the needs of others and a commitment to pursue social justice through scholarly and professional excellence
	2. A commitment to life-long scholarly excellence including knowledge of their chosen discipline and acquisition of skills appropriate to their degree and professions
The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice.	3. A commitment to the University's core values and involvement in efforts on behalf of the underserved and the marginalized
	4. Learning through service with activities that benefit the community and that are supplemented by a carefully articulated reflection process on their experience
	5. An understanding of the factors that create diversity in human societies, including ancestry, nationality, religion, religious creed, sex, gender identity, race, economic status, physical ability, ethnicity, political ideology, sexual orientation, marital status, and age
	6. Effective functioning and engagement in a diverse, multicultural world
	7. Engagement in a life-long learning community that supports excellence in scholarship through discovery, integration and application
The University will draw from the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.	8. Knowledge of the interdependence of the countries and cultures of the Pacific Rim
	9. Engagement with the diversity of the campus community and with the cultures of the San Francisco Bay Area.

DISCUSSION DRAFT

USF 2028

The University of San Francisco is committed to excellence in teaching, scholarship, service, creative expression, and every other aspect of the educational experience offered to its students.

USF is a university in the Jesuit Catholic tradition which views the academic enterprise as central to the full human development of students and the promotion of justice, especially for the poor and disenfranchised.

The following four characteristics, taken together, set USF apart and make it distinctive from other universities: its Jesuit Catholic tradition; its unique geographical location; its commitment to diversity of all kinds; its global perspective.

For the University to distinguish itself from the other 4,200 institutions of higher education in the country, it must highlight its distinctive attributes so that they are clearly identified with USF by its various publics. Under each of the four characteristics listed below are bullet points that further specify that characteristic.

1. **Jesuit Catholic tradition:** USF offers an academically excellent education that promotes the development of students into women and men for others who contribute to the common good of society, particularly the vulnerable and disenfranchised. As a Catholic university, USF asserts the centrality of God as a question that engages believers and non-believers alike.

   a. emphasizes the pursuit of excellence in the context of providing students with a rigorous, humanizing education. That education offers students the wherewithal to wrestle with "big questions" of ultimate meaning and purpose in order to live reflective lives with passion and integrity and thereby realize the fullness of our "graced" humanity;
   b. promotes conversation between faith and reason, religion and culture, belief and non-belief and among different faith traditions;
   c. responds appropriately to the needs of the Catholic Church through teaching, research, service, and creative expression;

d. views knowledge as both an "end-in-itself" and as a necessary but insufficient means for full human development and the creation of a more just and humane world for all;
e. provides students with the knowledge, skills, sensitivities, and motivation to become men and women for others who show a special concern for the poor and marginalized;
f. acknowledges the moral dimension in human choices and, therefore, recognizes all significant decisions as moral choices with important consequences for both the individual and society;
g. provides opportunities for persons of all faiths and for Catholics in particular, to explore, share, celebrate and appropriate their faith tradition.

2. **San Francisco location:** USF contributes to and benefits from the distinctive energy, resources, and opportunities of a world-class city located at the edge of the Pacific Rim and known for its cultural diversity and innovation.

a. links student learning with the cultural, civic, legal, commercial and scientific opportunities in San Francisco, e.g., internships, practica, service learning classes;
b. draws from the creativity, diversity, and entrepreneurial energy that distinguishes San Francisco from other great cities of the world;
c. forges alliances with community organizations that offer research opportunities for faculty and ongoing active student learning which mutually benefits both the university and the community;
d. convenes community interest groups and organizations around issues of common concern and offers a platform from which local and regional issues may be collaboratively addressed by all parties concerned;
e. serves as a social, educational and economic agent by applying creative expression, knowledge, and research skills in promoting human development, advancing understanding, and improving the quality of life for all Bay Area residents and enriching academic quality at the university.

3. **Diversity:** USF prepares students for the complexities of a diverse and interdependent world through curricular and co-curricular offerings supplemented by the variety of backgrounds, interests, perspectives, ethnicities, and cultures represented both within the city and the university.

a. recruits and retains faculty, students, and students who contribute to the University's efforts to engage diversity of all kinds as an essential resource for quality education in a national and global context;
b. creates structures, programs, and courses that constructively engage differences so that participants deepen their understanding of what distinguishes individuals and groups within the human family, while appreciating our common humanity;
c. ensures that different voices and perspectives are present in curricula, programs and activities across the university so that students engage the full complexity and richness of the human experience;
d. promotes disciplinary competence for students and faculty while at the same time offering them opportunities to cooperatively probe issues, questions, and problems from multi-disciplinary perspectives;
e. capitalizes on the cultural richness of San Francisco in order to enhance students' understanding and appreciation of one of the world's most successfully diverse and multicultural cities.

4. **Global perspective:** USF welcomes the challenges and opportunities offered by our increasingly interdependent world and acknowledges its responsibility for addressing the inequities of a world where 2 billon people struggle to survive on $2 a day.

a. exposes students and faculty to the inhumane conditions which diminish the lives of 75 percent of the global community;
b. educates students to their responsibility for pursuing a common good that transcends national boundaries and embraces issues adversely affecting the well-being of the entire global village, e.g., environmental justice, the creation and just distribution of wealth and resources, war, migration of peoples, health, and education;
c. recruits and retains students, faculty, and staff with global experience and perspectives to ensure that the wide breadth of experience and views

characteristic of our world inform USF's culture and teach students to be global thinkers;

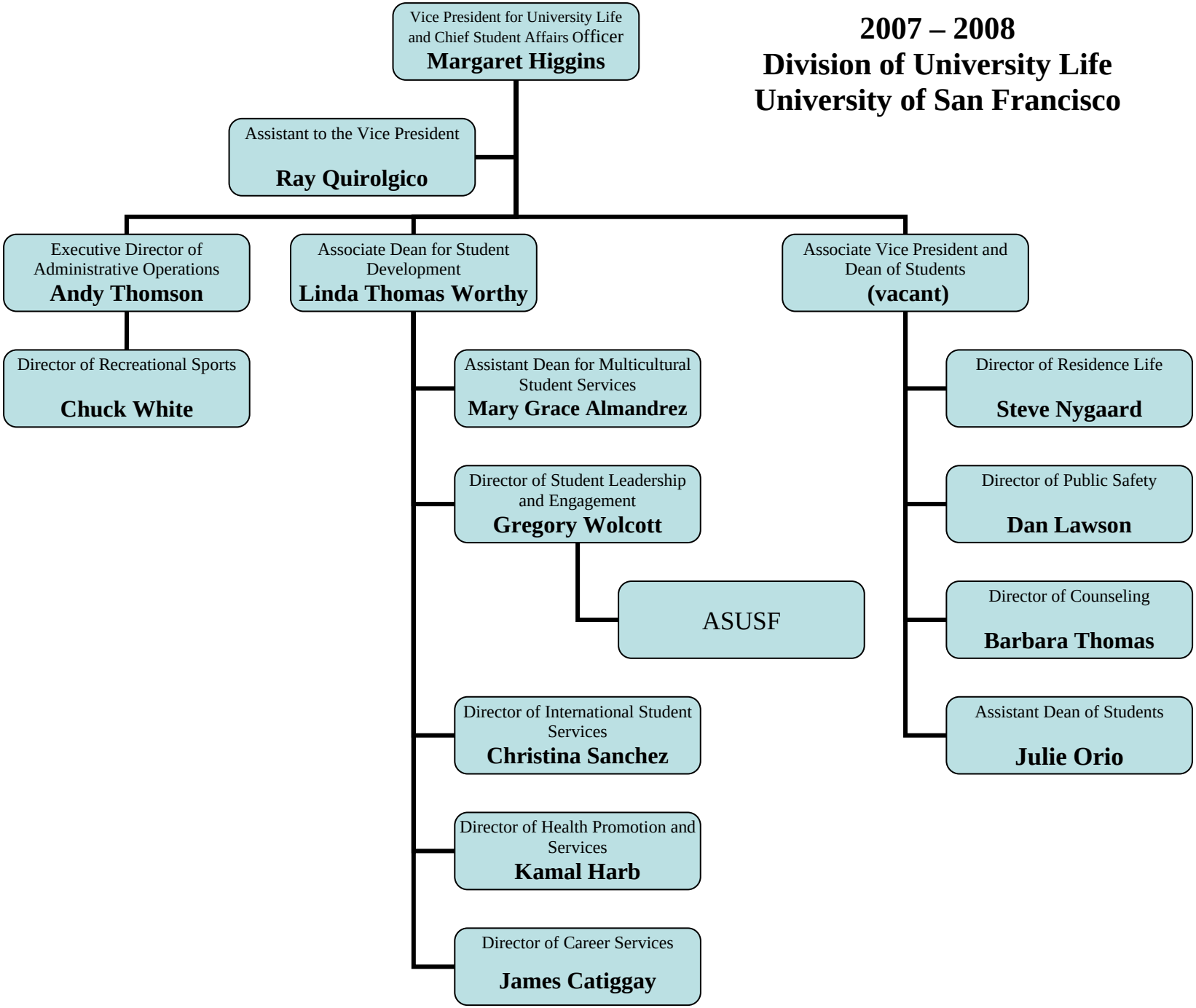
d. develops courses, programs, and experiences that help students understand and appreciate differing contexts in our global society and enable them **to** function appropriately and respectfully in an interdependent world and to contribute professionally across the globe;
e. acts in an environmentally responsible manner which acknowledges that the earth and its resources should be shared justly among all people and held in trust for future generations.

Key Question:

What are the most strategically effective steps USF must take over the next five years to offer an academically excellent education that reflects the Jesuit Catholic tradition, draws from the resources and opportunities of San Francisco, capitalizes on the diversity of USF, and prepares students to contribute to the common good of the entire global community?

[10.15.07]

2007 – 2008
Division of University Life
University of San Francisco



Last updated September 12, 2007

University Life Commitments

In its efforts to realize the Vision and to advance the Mission of the University of San Francisco, the Division of University Life collaborates and cooperates across divisions and departments to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition.

More specifically, University Life is responsible for weaving into the daily fabric of student life those programs, services and opportunities that develop whole persons, embrace multiculturalism, embody the Jesuit Catholic ethos, and challenge students to exemplify the University's Core Values.

Therefore, University Life commits to:

- Promoting a common good that includes the needs of all students.
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community.
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community.
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills.
- Creating an environment that supports a socially responsible way of being together in community.
- Recognizing and celebrating the achievements and contributions of all students.

October 17, 2003
Division of University Life

The University of San Francisco
Division of University Life
Strategic Goals and Outcomes (2007-2010)

University Life Strategic Goal 1:

Create and implement a student leadership development plan that promotes social responsibility through student integration of knowledge, skills and practice.

To further USF's Vision to " educate leaders who will fashion a more humane and just world" and to institutionalize social responsibility and leadership in the undergraduate student experience, University Life will actively promote the development of socially responsible student leaders by engaging students, faculty and staff in leadership as an on-going process designed to influence social change that "creates, communicates, and applies knowledge to a world shared by all people and held in trust for future generations." Programs will increase students' understanding of themselves, others, and the broader community in the context of leadership, change, and a commitment to USF's Core Values.

To achieve the first strategic goal, we intend to accomplish the following three Outcomes:

a. Implement student leadership development programs based on USF's Core Values and the Social Change Model of Leadership. (Greg Wolcott)
b. Develop a co-curricular transcript program that assists students in tracking their involvement, building a more complete resume, and reflecting on their USF student experience. (James Cattigay)
c. Partner with faculty to develop a Leadership Minor which includes credit bearing curricular and co-curricular components. (Greg Wolcott)

University Life Strategic Goal 2:

Increase University Life's ability to build an inclusive community at USF.

To fulfill USF's mission of building a "diverse, socially responsible learning community" by "engag[ing] a diversity of perspectives, experiences and traditions as essential components of a quality education" and to institutionalize diversity as a learning resource for students and staff, University Life will develop and retain multiculturally aware, knowledgeable, and skilled persons and professionals by challenging students and staff to engage in honest dialogue and reflect upon experiences of identify, difference, privilege, and equity.

To achieve the second strategic goal, we intend to accomplish the following three Outcomes:

d. Establish the Council of Equity and Inclusion to (i) develop and implement a sustained cultural competence professional development series, (ii) facilitate opportunities for ongoing dialogue within University Life on multiculturalism, personal identity and differences and (iii) submit recommendations regarding cultural competence and diversity initiatives to the Vice President. (Mary Grace Almandrez)

e. Partner with University constituencies to create learning opportunities on cultural competence for first-year students. (Barbara Thomas)

f. Expand the Allies Training Program to educate on privilege, identity development, cultural competence and ally-building. (Steve Nygaard)

University Life Strategic Goal 3:

Promote student success.

To "enroll, support and graduate a diverse student body", University Life will continue to foster a supportive learning environment focused on improving student centered space and positively impacting the holistic development of identified student populations at critical times in their undergraduate student experience.

To achieve the third strategic goal, we intend to accomplish the following two Outcomes:

g. Improve student-centered spaces. Advise planning efforts for a renovated, student-centered University Center. (Andy Thomson)

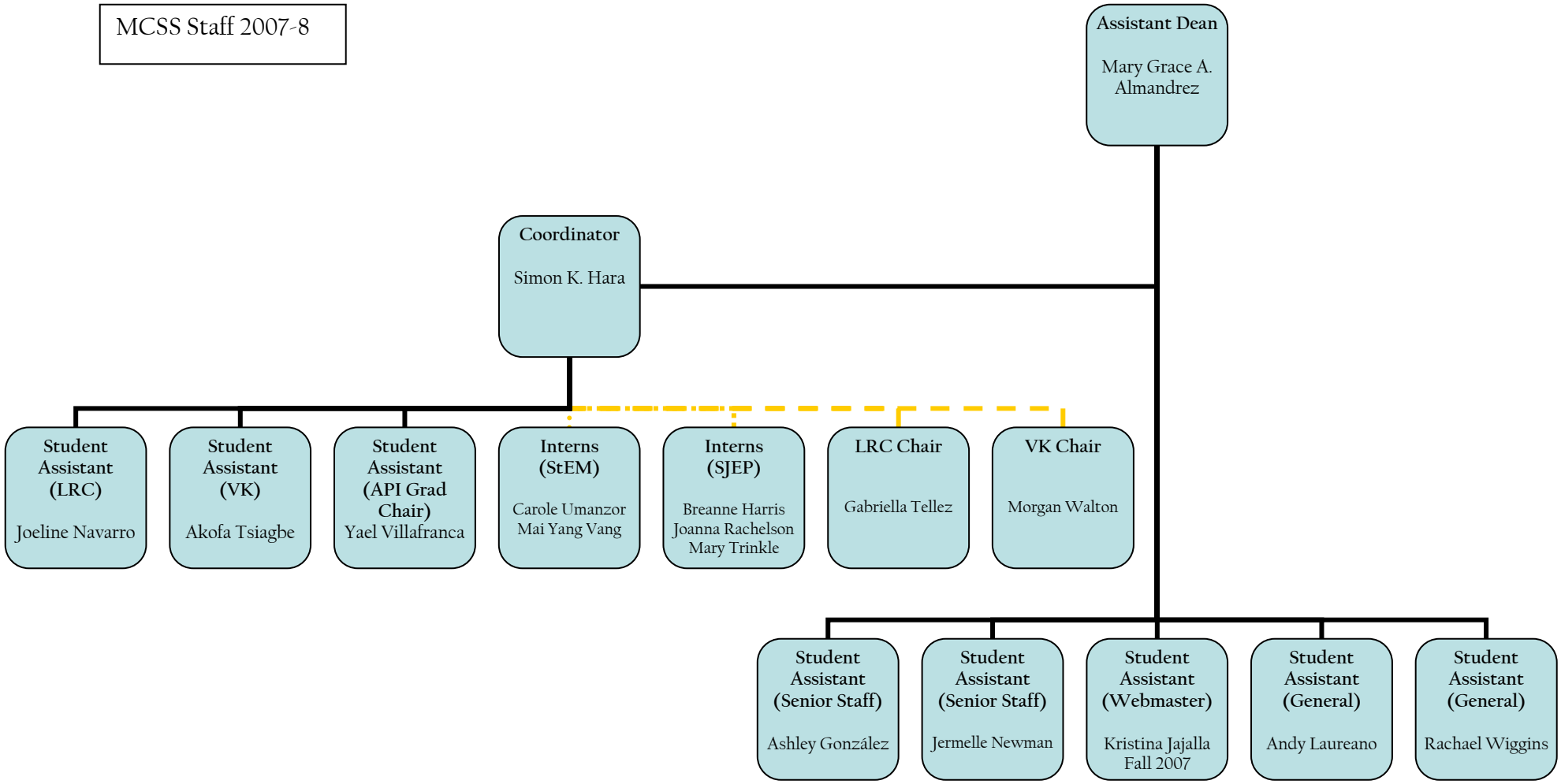
h. Analyze, make recommendations, and begin plan for a first-year non-residential student experience. (Linda Thomas)

9/20/07 mmh

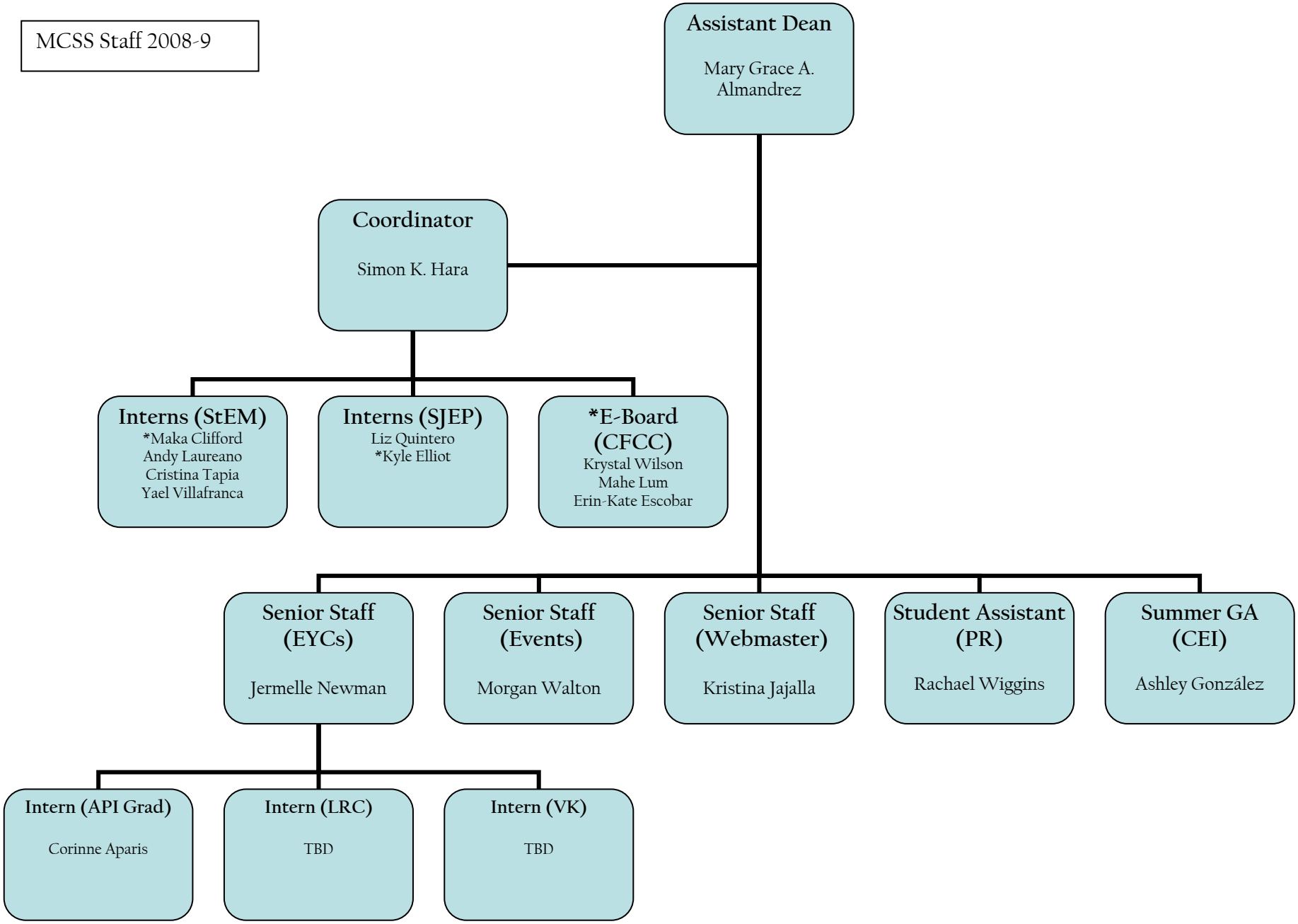
Multicultural Student Services (MCSS)

Organizational Chart

MCSS Staff 2007-8



MCSS Staff 2008-9



USF
UNIVERSITY of SAN FRANCISCO

MULTICULTURAL STUDENT SERVICES (MCSS)

Multicultural Student Services (MCSS) Mission Statement

Multicultural Student Services engages the multiple identities of all students, empowers leaders to be change agents for social justice, and builds alliances with faculty, staff, and students to create a community that honors and values diversity.

COMMITTED STAFF

Staff members are committed to the development, success and achievement of historically underserved and underrepresented students and their allies. Here is who you'll see in the office:

Assistant Dean for MCSS
Mary Grace A. Almandrez

Coordinator for MCSS
Simon Hara

Student Assistants
Ashley González
Kristina Jajalla
Andy Laureano
Joeline Navarro
Jermelle Newman
Akofa Tsiagbe
Yael Villafranca

GET INVOLVED WITH MCSS

- Be an MCSS intern or staff member
- Represent your organization in the Culturally-Focused Clubs Council
- Join Storytelling to Engage Multiculturalism (StEM)
- Complete the Social Justice Educators Program (SJEP)
- Meet new people and old friends at the Annual Welcome Back Reception
- Be an ASUSF Student of Color Representative
- Serve as a committee member for a recognition celebration such as API Graduation, Vizuri Kabisa, or Latino Recognition Ceremony
- Be a member of the Esther Madriz Diversity Scholars

RESOURCES IN MCSS

- Opportunities for cultural competency, multicultural leadership, and ally-development training (see list of workshops below)
- Books, videos, and publications on multiculturalism and socially responsible leadership
- Ideas and funding for collaborative multicultural programs
- Information on regional and national diversity conferences
- Information about culturally-focused clubs
- Publicity materials for multicultural events and programs
- Small group meeting space (up to 8 people)

MCSS CONTACT INFORMATION

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San Francisco, CA 94117

Main Line (415) 422-6484
Fax (415) 221-2574
www.usfca.edu/mcss
mcss@usfca.edu

OFFICE HOURS:
M—F 8:30 am—5:00 pm

90-MINUTE, 3-HOUR, AND FULL-DAY WORKSHOPS THAT MCSS CAN FACILITATE FOR YOUR ORGANIZATION

- Unpacking Privilege, Power, and Oppression
- Exploring Marginality & Mattering
- Reflecting on Your Intersections of Identities
- Using the Social Change Model of Leadership Development
- Weaving Narratives of Difference to Build Solidarity
- Facilitating Meaningful Dialogues
- Creating Community Across Difference
- Being an Ally For and With Others
- Managing Conflict with Civility
- Exploring the Roots of Cultural Awareness & Expression
- Moving Beyond Food, Folks, and Fun in Multicultural Programming
- Developing & Sustaining Reciprocal Relationships for the Common Good

CULTURAL COMPETENCE

Cultural competence is a life-long process where individuals and institutions continually assess their awareness, knowledge, and behaviors around diversity, multiculturalism, and social justice. MCSS is committed to promoting cultural competence within the staff and with those involved in MCSS programs.

Selected Programs:

Creating Community Training: Two-day training focused on identity, privilege and power; and community-building thru self-reflection, dyad sharing, and group dialogue

Storytelling to Engage Multiculturalism (StEM): Semester-long program rooted in the Jesuit value *cura personalis* where students utilize storytelling and the arts as a medium to understand the ways in which they experience the world similarly or differently across difference.

Esther Madriz Diversity Scholars (L to R): Deanna Lane, Breanne Harris, Ashley Gonzalez, Akash Prasad

A Few Culturally-Focused Clubs:

- African and Latino American Empowered Pre-Health Alliance (ALAEPHA)
- Asian Pacific American Student Coalition (APASC)
- Black Student Union (BSU)
- FACES
- Kasamahan
- Hui O' Hawai'i
- Indian Student Organization (ISO)
- Latin American Student Organization (LASO)
- Latinas Unidas (LU)
- Movimiento Estudiantil Chicana/o de Aztlán (MEChA)
- Southeast Asian American Student Alliance (SAASA)

MULTICULTURAL LEADERSHIP

MCSS integrates the Social Change Model of Leadership Development and core Jesuit Values into all **multicultural leadership** programs. In addition, we believe that leadership is a process – not position – and that all students are leaders on campus. We encourage and support the recruitment of students who are not already involved in campus activities while encouraging and mentoring already active students to pursue leadership opportunities within and beyond culturally-focused student organizations.

Selected Programs:

Freedom Alliance of Culturally Empowered Students (FACES): Multicultural student organization that works toward a more inclusive, multicultural university and society through socio/cultural, educational and political activities

Esther Madriz Diversity Scholars : Year-long living-learning community for sophomores and juniors that integrates sociology and cultural competence into multicultural leadership

ALLY-DEVELOPMENT

Inclusiveness, community building, and **ally-development** are needed to create change for the greater good. Because of this, MCSS works towards building and strengthening coalitions, partnerships and alliances that sustain diversity efforts at USF.

Selected Programs:

Culturally-Focused Clubs Council (CFCC): Council of culturally-focused club representatives designed for intergroup communication and collaboration

Social Justice Educators Program (SJEP): Semester-long experiential program where students increase their knowledge and skills as dialogue facilitators while addressing issues of social identity, group dynamics and intercultural communication

"IF YOU HAVE COME HERE TO HELP ME, YOU ARE WASTING YOUR TIME... BUT IF YOU HAVE COME BECAUSE YOUR LIBERATION IS BOUND UP WITH MINE, THEN LET US WORK TOGETHER."

-LILA WATSON,
ABORIGINAL ACTIVIST

Multicultural Student Services

Review of Annual Goals from 2004-2009

2008-9

Program Outcomes

- The Professional Development Committee will implement six workshops in AY 2008-2009.
- Seventy-five percent of UL staff will participate in at least one cultural competence workshop
- Implement marketing plan for visibility of new multicultural center
- Collaborate with MRR during recruitment and first-year events

Learning Outcomes

- After completing one cultural competence professional development workshop, 75% of the participants will be able to define cultural competence as evidenced in the workshop evaluation form.
- Through participation in the Culturally-Focused Clubs Council, 50% of CFCs will be able to create a shared vision, delegate responsibilities, and collaborate with another CFC as demonstrated through one co-sponsored event
- Through participation in CFCC, 75% of club representatives will be able to identify and define the 7 C's of the Social Change Model of Leadership Development as demonstrated on the spring evaluation.

2007-8

- Successfully complete external review
- Restructure CFCC to increase collaboration and communication between culturally-focused student organizations, FACES, and ASUSF Student of Color Representatives
- Refocus Creating Community Retreat with assistance from ORL, SLE, and UM to promote community-building with major student leadership groups
- Increase student-at-large (not already in traditional leadership positions) participation in StEM, end-of-the-year committees (EYCs) and EMDS.
- Participate in Council on Equity and Inclusion and Allies program to promote cultural competence within UL
- Create web-based MCSS resource center for students, faculty, and staff

2006-7

Learning Outcomes

- During Creating Community Training, 50% of student leaders will be able to engage in honest conversations across difference regarding issues of identity and group membership.
- By the end of the fall semester, students in the Storytelling to Engage Multiculturalism (StEM) program will be able to articulate ways in which systems of privilege have affected and continue to affect their own lives.
- By the end of the spring semester, students in the Storytelling to Engage Multiculturalism (StEM) program will have learned techniques and practiced facilitating small group dialogues.
- By the end of the fall semester, Esther Madriz Scholars will be able to: reflect on their group memberships, and engage in dialogue regarding their areas of both privilege and oppression.
- After participating in the transborder experience, Esther Madriz Scholars will be able to: gain a global perspective on national social problems and their solutions, focusing specifically on issues of immigration and settlement, and describe different models of activism, including: education-based, community-based, religious-based, and institutional-based.
- By the end of the spring semester, Esther Madriz Scholars will be able to define the 7 Cs of the Social Change Model of Leadership Development.
- After completing 30 hours of service-learning, Esther Madriz Scholars will be able to describe various connections between community organizing and social justice.
- By the end of the academic year, Esther Madriz Scholars will be able to explain the core Jesuit values and ethic of care.
- After completing the Smart Activism series, Esther Madriz Scholars will be able to: explain the Circle of Praxis as it relates to smart activism, and identify contemporary issues regarding environmental justice.

2005-6

- Develop and implement co-curriculum for the Esther Madriz Multicultural Scholars Community
- Support Ethnic Studies and Gender & Sexuality Studies professors in curriculum and co-curriculum development
- Promote ethic of care through education and training around the revised bias-related incident policy
- Create opportunities for students to engage in intra- and intercultural community building (e.g., CFCC, recognition ceremonies, intraethnic community dialogues)
- Promote safe, supportive, and healthy campus through ally-development programs
- Increase collaboration among and between student groups for diversity program planning and implementation
- Provide student leaders with tools, information, and resources to integrate multiculturalism and ally-development into their respective leadership positions
- Provide mentorship opportunities for students of color to develop leadership skills

2005-6 continued

- Create opportunities for students at large[1] to get involved in MCSS programs
- Provide information, resources, and training for student organization advisors re: cultural competency, leadership development, and ally-building
- Expand MCSS Office to include Resource Center and student lounge space
- Use theme of sankofa[2] to develop and implement programs that facilitate community building among faculty, staff, and students of color (e.g., Welcome Back Reception, Community of Color Retreat, Grad School Luncheon)
- Submit one grant proposal to an external foundation or corporation to fund a co-curricular diversity program
- Submit one Jesuit Foundation Grant proposal to assess campus climate around LGBTQ issues

2004-5

- Work in collaboration with Academic Affairs and UL to create a campus climate that honors and values diversity
- Provide leadership development, cultural competency, and coalition building training to empower students of color
- Establish MCSS Resource Center
- Develop MCSS Strategic Plan that integrates: current issues, USF VMCV, UL goals, and CAS standards.
- Identify potential donors for leadership development and/or peer mentoring programs for students of color

[1] Non-CFC officers

[2] Akan word meaning "looking back in order to move forward"

Multicultural Student Services (MCSS)

Promoting Diversity and Student Leadership at the University of San Francisco

2004-2005 University Life Annual Report

1. Year in Review

Staffing

During the year, the MCSS staff expanded to include one graduate assistant, three student assistants, and one Minority Undergraduate Fellowship Program (MUFP) Fellow. Elena Coley joined the staff as a GA. She is currently enrolled in the MBA program and came to USF from Coastcom in Alameda, where she worked as a marketing researcher. Her main projects included the UL Progressive Party, MCSS Newsletter ("Perspectives"), and public relations. Student Assistant, Ashley González, was a first-year student who provided administrative support for the Allies training program and the Culturally Focused Club Council (CFCC). Leigh Lehman, sophomore, assisted the GA in producing the MCSS Newsletter, as well updated residence hall bulletin boards. Desiree Littlejohn, sophomore, worked closely with the Assistant Dean in planning the Grad School Luncheon, Latino Recognition Ceremony, and Vizuri Kabiza. María Vivanco, junior, received mentorship from the Assistant Dean in Student Affairs career development, and completed a benchmark survey of bias-related incident policies at Jesuit institutions. After collapsing five GA positions within the division, the Assistant Dean was able to recruit and hire a new Coordinator for MCSS, Simon Hara, from a pool of 97 candidates. Simon received his M.Ed. in Higher Education and Student Affairs Administration from the University of Vermont and completed his undergraduate studies in sociology from UC Santa Barbara. He is charged with advising both FACES and CFCC, and implementing student leadership programs, such as LRC and VK.

Program Development

MCSS focused its programs on three main areas: Cultural Competency & Social Justice, Leadership Development, and Ally-Development & Coalition-Building.

- *Cultural Competency and Social Justice:* In an effort to promote cultural competency, the Assistant Dean facilitated a number of diversity and ethnic identity workshops for both staff and students, including: DSA staff, ORL Central Staff, Asian Pacific American Student Coalition (APASC), AS Funded Accounts, Fall Leadership Institute participants, first-year athletes, Freshmen Leadership Institute participants, GO Team, Magis Leadership Training participants, and RAs. In addition, the Assistant Deans for MCSS, as well as Judicial Affairs and Ethical Development, formed the Bias-Related Incident Committee to review the University's current policy, make changes as appropriate, and develop a campus-wide policy training program.
- *Leadership Development:* Several shifts occurred during the year that reflected MCSS' commitment to leadership development among historically marginalized, underrepresented, and underserved students. For example, advising for FACES, LRC, and VK moved to MCSS. CFCC was restructured to provide student leaders from the various cultural clubs with leadership, diversity, and coalition-building training. In fact,

CFCC representatives participated in workshops on campus activism with Mike Duffy (UM) and Julie Reed (McCarthy Center for Public Service and the Common Good), intercultural communication with Christina Sanchez (ISS), and leadership styles with Sarah Mart (HPS).

- *Ally Development and Coalition Building:* Administrative support for Allies training moved to MCSS. Over 50 students, faculty, and staff completed the USF Allies Training. Creating Community Training for student leaders will be housed under MCSS beginning in the 2005-2006 academic year.

Faculty/Staff Outreach

- *Relationship Building:* The Assistant Dean made intentional efforts to reach out to faculty and staff as a means to create a safe and supportive environment for students of color. Over the course of the fall semester, she met one-on-one with 18 faculty in Biology, Communication Studies, Education, History, English, Media Studies, Modern & Classical Languages, Philosophy, Politics, Psychology, Sociology, and Yuchengco Philippines Studies. In addition, she met one-on-one with nine non-UL staff members in Admissions, Learning & Writing Center, McCarthy Center, and Senior Leadership.
- *Collaborative Programming:* The Assistant Dean collaborated with Gerardo Marín to develop and implement two inaugural programs focused on connecting faculty, staff, and students of color. The first was an off-campus fall retreat with the intended outcomes of creating an opportunity for faculty/staff and students of color to build both intergroup and intragroup relationships, as well as conducting a needs assessment of faculty/staff and students of color. A few months after the retreat, Felicia Lee and Miguel Lopez facilitated follow-up discussions with students, faculty, and staff of color to present concerns, recommendations, and feedback to Gerardo Marín regarding their experiences at USF. The second program was included in the Career Services Center grad school programming. MCSS, CSC, and Gerardo hosted a Grad School Luncheon that allowed undergraduate students of color to network with graduate students and faculty of color. Nearly 50 students and 20 faculty/staff/grad students participated.
- *Curriculum Development:* During the spring semester, the Assistant Dean attended meetings for Asian American Studies and Yuchengco Philippines Studies, and has joined the committee that is developing the Latino/Chicano Studies program.
- *Phelan Multicultural Community:* Stephanie Sears (Sociology), Danielle Trimiew (UM) and the Assistant Dean accompanied seven PMC students to Kingston, Jamaica where they engaged in 10 days of service activities with the St. Patrick's Foundation. Service locations included an elementary school, high school, and hospital. In addition, they engaged in intercultural exchange opportunities such as an island-wide anti-violence rally, Bob Marley museum trip, and Ocho Rios day trip. In addition, PMC was renamed the Esther Madriz Multicultural Scholars Community to reflect the intentional partnership between Sociology, MCSS, ORL, UM, and Office of Living-Learning Communities. MCSS is now charged with developing and implementing a co-curriculum focused on identity development and community development.
- *Support Teams:* In an effort to exchange information between and among student organization advisors, the Assistant Dean formed support teams (modeled after Kasamahan's advisory team) for ethnic specific student organizations. These support teams led to three community dialogues among Latino student groups, African American

student groups, and Asian Pacific American student groups. In addition, the Assistant Dean and Dean of Students led a discussion on "Student Issues" as part of the Underrepresented Faculty Mentoring Workshop Series, coordinated by Gerardo Marín.

- *Grant Proposal:* In May, the Assistant Dean and Ron Sundstrom (Philosophy) submitted a Difficult Dialogues grant proposal to the Ford Foundation. The proposal included curricular and co-curricular programs, reparative dialogues (focused on issues of gender, sexuality, ethnicity, immigration, and religious pluralism), and faculty development. Unfortunately, the proposal was not accepted.

Professional Development

- *On- campus:* The Assistant Dean completed CIT trainings on Meeting Maker, Survey Monkey, E-forms, and PeopleAdmin. The GA completed training on Dreamweaver and Meeting Maker.
- *Off-campus:* The Assistant Dean attended the biennial AAC&U Diversity and Learning Conference in Nashville and the NASPA Annual Conference in Tampa with her MUFP Fellow. She also attended two California Council of Cultural Centers in Higher Education (CaCCCHE) meetings.
- *Workshop Presentations:* The Assistant Dean presented a workshop at the *Magkaisa* Filipino American High School Conference in San Diego on "Getting Involved in College" and was a keynote speaker at DSA's Fall Leadership Institute. In addition, her workshop proposal for "Cultivating Institutional Commitment for LGBTQ Success" was accepted for the *Out There: First National Conference of Scholars and Student Affairs Personnel Involved in LGBTQ Issues on Catholic Campuses* in October 2005. The Assistant Dean will be co-presenting with Sarah Mart and Lee Swain.
- *Professional Associations:* The Assistant Dean was an active member throughout the year in CaCCCHE, NASPA (MUFP and APA Knowledge Community) and National Clearinghouse for Leadership Programs (NCLP).
- *Honor:* The Assistant Dean was awarded USF's National Residence Hall Honorary's "Outstanding Professional Staff Member for the Fall Semester."

2. Review of Goals

04-05 University Life Goal I :
Engage faculty, staff and student leaders to implement student experiences which link learning to development and the Jesuit Catholic tradition (integrated learning experiences).

Dept.	Departmental Goal	Intended Outcome	Assessment Strategy	Collaborators
MCS	Create a campus climate that honors and values diversity through collaborative programming based on annual themes, focused	Understand issues faced by students and faculty of color and provide input on campus wide diversity initiatives. Increase	Observations, calendar of events, program evaluations, retreat topics, follow-up	Academic Affairs University Life

	retreats and support of PMC and Foreword program.	collaboration to develop a comprehensive program that includes academic, social and multicultural components. **Outcome achieved. Faculty, staff, and students of color needs were identified and presented to Associate Provost. MCSS-initiated programs such as Grad School Luncheon and Community of Color Retreat included in Associate Provost's Report on Diversity Initiatives.**	discussions. **MCSS calendar of events included six programs intended to meet needs of faculty, staff, and students of color. Community of Color Retreat and Follow-up discussion notes used for needs assessment by Associate Provost.**	

<u>04-05 University Life Goal III:</u>
With the desire to use diversity as a learning resource, provide services for underrepresented students/groups and develop a multicultural community.

Dept.	Departmental Goal	Intended Outcome	Assessment Strategy	Collaborators
MCS	Establish MCSS Resource Center.	Increased awareness and use of office and resources by students, faculty and staff. **Outcome achieved. Increased visibility and use of MCSS as result of PR efforts such as monthly Newsletter, MCSS**	Sign-in sheets, materials check-in/out records, observations. **Sign-in sheets reflect 5-10 visitors each day (students, faculty, and staff). Creation**	Academic Affairs

		signature programs, and student mentoring.	**of Resource Library to include over 25 office-owned texts/guides focused on multiculturalism, social justice, and leadership. Trained over 50 students, faculty, and staff in USF Allies Program.**	
MCS	Provide leadership development, cultural competency, and coalition building training to empower students of color.	Increased awareness and understanding of identity development and inter-group communication and increased interaction between culturally focused clubs **Outcome achieved. Increased intercultural and cross-cultural interaction among culturally-focused clubs through CFCC meetings, LRC and VK planning. Implemented CFCC Training Program. Developed reciprocal mentorship relationship with MUFP Fellow. Built and sustained positive working relationship with ASUSF Student of Color Representative.**	Sign-in sheets at CFCC meetings, co-sponsorships between clubs, pre-, mid- and post-tests. **Consistent attendance from five culturally-focused clubs at all CFCC meetings. FACES and CFC programs focused on topics such as internalized oppression, identity development, and multiculturalism. Three community dialogues convened by Latino and Asian Pacific American student organizations. Funded six collaborative programs through**	University Life

			Creating Community Grant.	

04-05 University Life Goal IV:

Generate a culture of evidence built on professional standards, student development practices, student learning outcomes and Ignatian values to inform decision making and demonstrate University Life's achievement of goals.

Dept.	Departmental Goal	Intended Outcome	Assessment Strategy	Collaborators
MCS	Develop MCSS strategic plan that integrates: current issues, USF VMCV, UL goals, and CAS standards.	Include departmental programs as part of comprehensive plan for diversity at USF. **Outcome achieved but goal not achieved. MCSS programs currently included in University reports on diversity initiatives. Vision, Mission, and Core Values completed. Strategic plan completed by September 1.**	Review and comparison of University plan for diversity and MCCS strategic plan, annual report analysis, performance appraisals and student feedback. **In progress. Associate Provost reports, MCSS reports, student feedback, and performance appraisal being used to develop strategic plan.**	Academic Affairs

O4-05 University Life Goal V:

Create and implement methods to strengthen the University's financial resources

Dept.	Departmental Goal	Intended Outcome	Assessment Strategy	Collaborators
MCS	Identify potential donors for leadership development and/or peer mentoring programs for students of	Select corporations and foundations to submit RFPs and draft grant proposal.	Corporations and foundations list.	Academic Affairs Office of Sponsored Projects

	color.	**Outcome achieved. Met with Corporate & Foundation Relations to discuss possible grant opportunities. Submitted grant proposal to Ford Foundation to fund Difficult Dialogues series.**	**Potential donor list identified by Corporate & Foundations Relations.**	

3. Highlights of Major University Life Goals

   a. What realized outcomes can you use to celebrate? Which outcomes (realized or not) will you use to plan for next year?

   I believe my major accomplishments throughout the year fall into four categories:

   1) Reestablishing MCSS: MCSS began the year with a completely new staff. I hired one GA and three student assistants to help rebuild the office. Together we all developed and organized a number of signature events including VK and LRC. MCSS also sponsored new events such as the Grad School Luncheon and CFCC Welcome Back Reception. The MCSS staff were critical in the success of these programs. In addition, a MUFP Fellow and ASUSF Student of Color Rep. were included as part of the MCSS team to bring a "macro" perspective on the student experience at USF. They were helpful in sharing information on University issues and policies. In May, I eliminated the GA position in order to hire a new Coordinator. The Coordinator's position will take on student programs and training (e.g., FACES, CFCC) while I work more on faculty outreach, co-curricular development, and advisor training. Along with staffing, MCSS has achieved greater visibility and use. Students, faculty, and staff visit the office regularly to discuss programs, share updates, or chat informally. I believe the staff's visibility at various events, our monthly newsletter, and student and faculty outreach played a major role in our office traffic.
   2) Student leadership development: MCSS' adopted the philosophy that leadership is a process and we envision all students as leaders. Different from the "traditional" (i.e., military) view of leadership as simply positions, we strive to create opportunities for students to get involved in MCSS programs and practice their leadership skills and abilities in whichever capacity they choose. Along with this, we try not to overtax our already overtaxed leaders. Rather than asking the same ten students to participate in various committees, we intentionally reach out to students who do not hold leadership positions and who may not have prior leadership experience. In addition, we try to affirm those students who do not always get recognition for their hard work. For instance, during the awards selection process for VK and LRC, the committee decided, whenever possible, to award students who exemplified exceptional leadership and service but had not

been recognized at other recognition ceremonies (e.g., University Life Leadership Awards) in the past. By doing so, the recognition would be shared by various students rather than the same three we see at every awards program.

3) Faculty outreach: I've very much enjoyed meeting and working with faculty at USF. Through my one-on-one meetings, departmental discussions, and student organization events, I've had the opportunity to get to know many of our faculty of color. I've established positive collegial relationships, as well as close friendships with a number of them. Together, we've been able to provide input on program planning, curriculum development, and student leadership development for various groups. I believe my outreach efforts will result in sustainable collaborative programs in the near future, as well as greater information exchange.
4) Co-curricular development: In partnership with Sociology (particularly Stephanie Sears), I predict the Esther Madriz Multicultural Scholars Community will be an exemplary living-learning community at USF and at all Jesuit institutions. Working with her for the PMC trip in Jamaica solidified both our professional and personal relationships with one another and I look forward to working more with her in 2005-2006. We work well together and share the same views on learning, teaching, pedagogy, and scholarship. We developed the syllabus for her fall course, Social Problems, and are currently developing our karamu (co-curriculum) schedule.

Next year, I plan to enhance and expand our current MCSS programs rather than create new wheels. For instance, as Simon works on leadership development for CFCC, I will work with advisors on facilitating workshops, student affairs praxis, and leadership development theory. I will also have the opportunity to help shape the curriculum for Asian American Studies and Latino/Chicano Studies to hopefully include various courses such as culturally-based leadership.

b. *When did collaboration (by our agreed upon model) work? What about next year?*
I was fortunate to collaborate with individuals who had a common understanding of collaboration as UL. The Esther Madriz program, for example, was an "easy" process because Stephanie understood these notions of shared vision and accountability. The Community of Color Retreat and Grad School Luncheon went smoothly because of our shared commitment among all departments involved. The areas of growth I see for next year are: collaboration among student organization support teams (addressing both intercultural and cross-cultural issues) and partnership for the first-year student transition (working with Multicultural Recruitment and Retention and Foreword).

c. How did the department create a supportive University community for and with students?
MCSS places students at the center of all our work. When possible, student voices were included in MCSS programs. VK and LRC planning committees were composed of students from the various student organizations, as well as students at large who were interested in organizing the event. FACES programs were done in consultation from me so that we all had consistent language and messages around

issues of social justice and multiculutralism. Student mentorship was practiced daily through MUFP meetings, informal interactions, and e-mail communication. The MCSS office was used as a meeting location, collating space, and brainstorming center. The staff and I modeled information exchange as a means to connect faculty/student organization advisors with their E-board members. In MCSS we place students' needs at the top of our priority list.

d. What integrated learning experiences did the department collaborate on?
Throughout the year, MCSS collaborated with various departments to integrate multicultural perspectives in campus programs and initiatives. These programs included:

- UL Progressive Party/Open House with all UL departments and Study Abroad
- World AIDS Day focus groups with HPS
- Native American Heritage Month Celebration with MEChA de USF
- AIDS Quilt Display chaired by the AIDS Week Committee
- Interdenominational Service of Remembrance for the Southeast Asia Tsunami Victims chaired by Christina Sanchez
- Six Creating Community Grant Awards

e. How did programs and services reflect the VMV- with emphasis on the Core Values?
These programs were clear examples of MCSS' commitment to social justice and working in solidarity with others for the common good. We attempted to empower marginalized groups and raise consciousness around important social issues. In MCSS, multiculturalism and social justice are not mutually exclusive. In fact, they are often one and the same.

4. Reflection on Social Responsibility

I would not be doing this job had I not felt a sense of social responsibility. As I reflect on my personal experiences in undergrad around access, equity, and success, I know I would not have made it this far were it not for the people of color and our allies who empowered me to think beyond what I thought was possible. For instance, upon graduating, I initially sought out positions in either charter schools or non-profit youth organizations. It was not until an EOP counselor informed me that I could get my graduate degree for free if I worked in higher ed did I even consider getting my PhD. My social responsibility, then, is to inform more students of color that graduate school is a realistic and attainable option. Another example is my student leadership experience. I was actively involved on campus as an officer of culturally-focused student organizations, Orientation Team, and AS. I saw, however, how very rare it was that my peers and I were ever recognized at University-wide events. In fact, we were only recognized by our respective cultural organizations and the Multicultural Center. This, in turn, has prompted me to either provide opportunities or make room for students of color to be honored by the University. In short, I do not see a distinction between my personal and professional views of social responsibility. These views are very much intertwined. This is reflected in my departmental goals and strategic plan. I firmly believe that all students have a right to access, equity, and success.

Multicultural Student Services (MCSS)

2005-2006 University Life Annual Report

1. YEAR IN REVIEW

Staffing
There are three new additions to the MCSS staff. The first was Simon K. Hara, Coordinator. He came to USF from the University of Vermont, where he received his graduate degree in Higher Education and Student Affairs Administration. He advised CFCC, FACES, and recognition ceremonies committees. The second new staff member was Jesse Soto, junior. He was hired as a student assistant and served on last year's Latino Recognition Ceremony committee. The third addition was Rayneisha Booth, sophomore. Last year she served as a BSU representative on CFCC.

Program Development
MCSS continued to promote social justice by implementing programs that were focused on cultural competency, multicultural leadership, and ally-development.

Cultural Competency
Cultural Competency encompasses awareness, knowledge, and skills around diversity, multicultural, and social justice issues. MCSS is committed to promoting cultural competency within the staff and with those involved in MCSS programs.

Creating Community Training: The Assistant Dean organized the second annual Creating Community Training from August 14-16. The training was facilitated by Dr. Jamie Washington and Dr. Carole Johnson. Nearly 100 student leaders participated, representing ASUSF, GO Team, RAs, and RHA.

After reading student evaluations and consulting with colleagues in DSA and ORL several changes have been made in the design of future Creating Community Trainings. The following will be integrated in subsequent trainings: involve returners as facilitators/planners to stretch their leadership and multicultural skills, provide resource packets for advisors to continue discussing those issues brought up during the training, and include case studies or activities that allow students to apply and practice their cultural competency. In addition, next academic year will be a transition year where Creating Community will be held twice during the fall semester (Ambassador Training and Fall Institute) and subsequent trainings will be held in April (beginning in 2007) immediately following elections and student leader selections (e.g., RAs, Go Team, etc.). These changes not only address fall training schedules and housing arrangements, but they also allow students to begin the academic build relationships and start collaborating before the beginning of the academic year. In addition, the Assistant Dean will connect with colleagues in University Ministry and the Office of Service-Learning and

Community Action to discuss the possibility of inviting UM students and Advocates for Civic Engagement (ACEs) to participate in future trainings.

Workshops: MCSS staff facilitated several workshops throughout the year for students and staff. They include:

- ORL Senior Staff Summer Training,
- Creating Community,
- Health & Harmony for the Foreword program with the Director of HPS,
- Culturally Competent Student Organizations for the Fall Leadership Institute,
- Weaving Narratives of Difference to Build Solidarity for the Magis Leadership Program,
- Diversity Training for Freshmen Leadership Institute,
- Dimensions of Power for the Martin-Baró Scholars with the Director and Intern for ISS, and
- semi-annual weekend retreats for FACES and CFCC

Multicultural Leadership*:*
MCSS embeds the Social Change Model of Leadership Development, Ethic of Care, and Core Jesuit Values into all leadership programs. In addition, we believe that leadership is a process – not position – and that all students are leaders on campus. We encourage and support recruitment of students who are not already involved in campus activities while encouraging and mentoring already active students to pursue leadership opportunities within and beyond culturally-focused student organizations.

MCSS Student Assistants: In addition to office management, student assistants were given the opportunity to develop their leadership skills through participation in end-of-the-year committees. Two staff members chaired the Vizuri Kabisa committee while one chaired and another served on the Latino Recognition Ceremony committee. The Assistant Dean and Coordinator observed increased development in project management, facilitation, recruitment, and motivation skills. In fact, both VK and LRC received praise from administrators, faculty, and students due largely to the work and efforts of the student assistants. Also, MCSS student staff modeled and promoted collaboration within and between the various student committees. This led to a greater number of assistance and visibility during the ceremonies. After observing the intergroup support, the Assistant Dean and Coordinator have decided to expand the weekly co-chairs meetings (designed primarily for updates) to include monthly gatherings of all three committees, combined training (e.g., paperwork, filing, facilitating meetings), and combined workshops on collaboration.

Along with committee work, student assistants developed leadership skills through monthly case studies exercises. Students worked in small groups to develop solutions to common MCSS scenarios. Students shared that they used the conflict management, problem-solving, and ally-development skills they learned from the case studies in their work in leadership positions and committee service.

By the end of the academic year, student assistants were appointed/elected to participate in leadership opportunities outside of MCSS, including: RA, CFCs, end-of-the-year celebrations, and ASUSF Senate.

CFCC: CFCC members attended an off-campus retreat in September and met weekly to participate in multicultural workshops. During the fall semester, guest presenters included the Dean of Students, Assistant Dean of Students, and the Associate Dean for Student Development. Discussion topics ranged from privilege to ethic of care to international student discrimination. After hearing feedback from members to continue dialogue around cultural competency issues, the Coordinator decided to concentrate their spring meetings on anti-racism strategies, coalition-building, and community engagement. At the end of the year, members suggested addressing issues of CFCC membership retention, individual student organization support, as well as intergroup collaboration. Therefore, the following changes will be implemented next year:

- The Coordinator will work closely with the Presidents of each culturally-focused club to ensure the CFCC representative is either an elected position or added responsibility of an already elected position (e.g., VP),
- CFCC representatives will encourage their respective clubs to provide airtime during club meetings to announce CFCC updates,
- While the Council will be comprised of representatives, the meetings will be open to the campus community,
- MCSS will split cultural competency training from CFCC so that a greater emphasis can be placed on coalition-building and information sharing (the Coordinator will be offering a cultural competency training certificate program that is separate from the council), and
- The Assistant Dean will work with club advisors on the role of CFCC and strategies to support intergroup collaboration.

FACES: FACES began the academic year with a three-part kick-off event. The first part was a Senegalese food/Sila and the Afrofunk Experience Concert event in Harney Plaza. The second was a dialogue on the conflict in Sudan. The third was a viewing and discussion of *The Lost Boys of Sudan*. Upon reflecting on these events and assessing membership satisfaction, FACES decided to focus on cultural competency during the spring semester.

The spring semester was a busy one for FACES. They began with a weekend retreat facilitated by the Coordinator for MCSS, where they learned terminology and paradigms for critical discourse around issues of privilege, power, and difference. Later, they organized a demonstration in front of Crossroads to challenge their peers about a "Donate for a Date" Auction that took place on Valentine's Day. After receiving feedback from administrators as well as students at large, FACES followed up by: collaborating with Student of Color Representatives and MEChA de USF to sponsor an ASUSF Senate resolution requesting more proactive measures from USF administration to educate the campus community on issues of privilege and multiculturalism, and participating in a dialogue between Crossroads staff and FACES members to reflect on the date auction held earlier in the semester. The dialogue ended with hopes to collaborate on future programs. The last event was a spoken word poetry night, titled "Spoken Truth." The event was a symbolic demonstration of support for the Coalition for Immigrants Rights' hunger strike, concentrating on the themes of social responsibility and confronting cultural insensitivity/privilege. The event drew a crowd of 150. Based on these experiences, the group decided to continue building coalitions with student

leaders (e.g., Student of Color Representatives, CFC officers) and address current social issues affecting USF students. In addition, the Coordinator will create intentional training opportunities for FACES members to learn and practice effective skills for sustained dialogues.

Student of Color Representatives: The Coordinator for MCSS built and sustained positive working relationships with ASUSF Student of Color Representatives through FACES activities and one-on-one meetings. Student Representatives were valuable resource to MCSS, keeping the Coordinator informed of current issues and student trends. In turn, the Coordinator provided them with support and mentorship around their ASUSF responsibilities. As a result of these interactions, the Coordinator will utilize these representatives as key facilitators during CFCC meetings. This will not only provide them with additional leadership development opportunities, but it will also assist in coalition-building among the various student organizations.

End-of-the-Year Celebrations: Three recognition celebrations were sponsored by MCSS: Filipino Graduation (newly-added program this year), Vizuri Kabisa, and Latino Recognition Ceremony. All three student committees collaborated with one another during the planning and delivery of their respective programs. The Assistant Dean and Coordinator noticed increased communication, sharing of resources, and support among the three groups, as compared to planning committees from last year. They also noted the increased participation of first-year students, non-CFC officers, and students-at-large in these committees. Lastly, the committees utilized MCSS student assistants as resources, turning to them for information, administrative assistance, and feedback.

After observing their joint efforts and hearing their feedback, the following changes will be implemented next year: extend weekly co-chairs meetings to include all planning committee members twice a month to assist in communication and community-building, provide training earlier in the fall semester to avoid procrastination, and plan the celebrations closer to Commencement to allow more family members to attend. In addition, the chairs of all of next year's committees have already been appointed in order to facilitate early recruitment of committee members (e.g., Involvement Fair).

<u>Ally Development</u>

MCSS believes that inclusive excellence is needed to institutionalize diversity efforts. Because of this, MCSS works towards inclusivity, trying to forge coalitions, partnerships and alliances to infuse diversity work beyond the department and division.

EMSC: This was the inaugural year for the Esther Madriz Scholars Community (EMSC). In honor of the late sociology professor, Dr. Esther Madriz, the community distinguished itself by focusing on knowledge and activism around transnational, social justice issues. In partnership with Dr. Stephanie Sears in Sociology, the Assistant Dean developed a co-curricular workshop series (karamus) that complemented the curriculum and service-learning assignments. By doing so, students received a holistic experience where they learned, practiced, and reflected on their leadership for social justice.

Students in the program began the year with a fall retreat facilitated by Dr. Sears, Lindsey Morales (RA), Janeece Hayes (HD), and the Assistant Dean. This helped create

community within the group and provided an orientation to the year-long program. In January, the Scholars spent four days in San Diego and Tijuana to study border issues, models of activism, and community organizing. The primary objectives of the experience included: gaining a global perspective on national social problems and their solutions, connecting fall coursework (Social Problems) with spring coursework (Community Organizing), and developing a plan of action to take back to USF. After reflecting with participants and facilitators, program coordinators decided to continue planning their transnational experience in January, as it made sense to use this experience as a pedagogical tool to connect sociological theory with multicultural leadership and activism. In addition, program coordinators coined the tagline "Crossing Borders: Discovering Home" as a way to describe their commitment and experience in transborder issues.

Upon completion of its inaugural year, the first cohort provided important insight on their experiences, leading to a significant refocusing of the program for next year. The Assistant Dean and Sociology partners decided to keep those elements that the community valued (e.g., fall retreat, transborder experience, karamus) while making the following changes: involve the RA and RM in karamus (e.g., leading community-development and reflection exercises), switch the service-learning requirement from first semester to second semester (avoid high turnover in spring), and include the Assistant Dean in the development and implementation of the Sociology curriculum (including service-learning planning).

Program, Events, and Training: Throughout the year, MCSS collaborated with a number of on-campus departments and off-campus partners. The following collaborations were initiated and/or supported by MCSS staff:

- Welcome Back Reception for first-year students and returning students of color with Multicultural Recruitment and Retention - Over 80 people were in attendance, including nearly 20 faculty and staff.
- Second Annual Graduate School Luncheon with CSC and Associate Provost Marín - Nearly 60 students, faculty, and staff of color were in attendance. Student evaluations indicated that the two most valuable aspects of the program were the inspirational keynote speaker (Dr. Kimberly Caluza in Counseling Center) and one-on-one interactions with faculty and staff.
- Foreword Program participation and planning. Both the Assistant Dean and Coordinator attended the Jesuit Values Luncheon to welcome Foreword students. The Assistant Dean co-facilitated "Health & Harmony" workshops with Sarah Mart in HPS. In their evaluations, students noted satisfaction in activities focused on social justice. The Coordinator was also invited to serve on the Foreword planning committee.
- Service-Learning for EMSC with Booker T. Washington Community Services Center – The Assistant Dean collaborated with the community partner throughout the fall semester for activities such as group reflections, film discussion, and community-mapping.
- Yuchengco Philippines Studies – The Assistant Dean participated in the programs meetings and events, including the Tagalog Diagnostic Exams for Professor Lorraine Mallare.

- Yield events with Multicultural Recruitment and Retention – The Assistant Dean participated in "*Bienvenidos"* and "Make the Journey" overnight programs by delivering the Welcome Address during the evening dinner with families.
- Creating Community Grants with students and faculty – A few grants were awarded this year to promote collaborative programs. They included the Global Women's Rights Forum with Gender & Sexuality Studies and "Not On Our Campus" campaign with ASUSF Senate and RHA. As part of the "Not On Our Campus" campaign, the Assistant Dean participated in a panel discussion of the film *Crash*.
- Sociology Colloquim with Dr. Evelyn Rodriguez – The Assistant Dean participated as a panelist during the "Careers in Sociology" workshop. Student feedback indicated that the Assistant Dean's comments were helpful in informing them of future career considerations.

University Service
In support of University initiatives, staff members have been appointed to the following campus committees:
- International Education Week committee (Assistant Dean),
- WASC Working Group Four (Assistant Dean),
- Service-Learning Committee (Assistant Dean),
- Point 7 Now Conference planning committee (Assistant Dean),
- Coordinator for Student Organizations, Advising, and Involvement search committee (Assistant Dean),
- Foreword planning committee (Coordinator), and
- Student Leadership Awards committee (Coordinator)

Professional Development & Professional Association Participation
In order to keep current on trends and practices in multicultural affairs and student affairs, MCSS staff participated in various professional development opportunities (in addition to divisional training) and professional associations:

<u>Training, Institutes, and Conferences:</u>
- Supervising Student Workers workshop (Assistant Dean and Coordinator)
- Social Justice Training Institute (Coordinator)
- California Council of Cultural Centers in Higher Education (CaCCCHE) summer retreat (Assistant Dean and Coordinator)
- "A Comprehensive Guide for Building a Student Leadership Program" teleconference (Assistant Dean)
- Sexual Harassment Training (Assistant Dean and Coordinator)
- "Recruiting and Retaining a Diverse Faculty" teleconference (Assistant Dean)
- Service-Learning Faculty seminar (Assistant Dean)
- Participated in 1 in 4 workshop (Assistant Dean and Coordinator)
- Participated in "Cultivating Campus Cultures that Value Student Success" web conference (Assistant Dean and Coordinator)
- "Shattering Barriers: Transforming the College Experience for Students of Color" web conference (Assistant Dean)

- National Conference on Race and Ethnicity (Assistant Dean and Coordinator)

Conference Presentation: The Assistant Dean co-presented "Cultivating Institutional Commitment for LGBTQ Success" with Sarah Mart (HPS) during the *Out There: First National Conference of Scholars and Student Affairs Personnel Involved in LGBTQ Issues on Catholic Campuses* at Santa Clara University.

Also, conference proposal "Partnerships, Pedagogy, and Praxis: Cultivating a Holistic Approach to Living-Learning Communities Focused on Social Justice and Multiculturalism" was accepted for AAC&U Diversity & Learning Conference 2006. This workshop will be presented by the Assistant Dean, Dr. Stephanie Sears, and Ms. Lorrie Ranck.

Professional Associations:

- CaCCCHE (Assistant Dean as Northern CA Networking Chair and Coordinator as member)
- National Clearinghouse for Leadership Programs (NCLP)
- NASPA

2. HIGHLIGHTS OF MAJOR UNIVERSITY LIFE OUTCOMES

Departmental Goal & Intended Outcome	**Actual Outcome with Assessment Results**
Develop and implement co-curriculum for the Esther Madriz Scholars Community. Increase participants' awareness, knowledge, comfort level and skills around cultural competency, identity development, and intercultural exchange.	• Created EMSC Support Team, which included representatives from: MCSS, Sociology, ORL, UM, and Office of LLCs • Facilitated co-curricular learning experiences thru fall retreat, karamus, and reflection activities • Organized first annual transborder experience in San Diego, CA and Tijuana, Mexico • Completed Faculty SL seminar, including Community Organizing syllabus and E-Portfolio **Outcome MET:** Student reflection papers, Living-Learning End-of-the-Year Questionnaire, Observations, F/S Reflection with Lorrie Ranck
Support Ethnic Studies and Gender & Sexuality Studies professors in curriculum and co-curriculum development.	• Supported Global Women's Rights Forum through Creating Community Grant • Attended meetings for Yuchengco Philippines Studies • Maintained relationships with faculty and

	informed them of MCSS initiatives and programs through MCSS newsletter and BOT quarterly reports
Partner with faculty to develop and/or propose one course in each department that explicitly addresses issues of leadership development, social justice, or ally-development.	**Outcome WAS NOT ACHIEVED:** While the Assistant Dean partnered with Dr. Evelyn Rodriguez for the EMSC curriculum and co-curriculum, there were no other partnerships created to develop courses in Ethnic Studies or Gender & Sexuality Studies specifically.
Develop 3-year Strategic Plan[1] that integrates current issues, USF VMCV, UL goals, and CAS Standards. Include MCSS programs and initiatives as part of comprehensive plan for diversity at USF.	• Vision, Mission and Guiding Principles Completed • Major goals still being articulated • Incorporating new CAS Standards, UL Priorities, and WASC reports into plan **IN PROGRESS:** Will be completed by September 2006 and submitted to Associate Dean for Student Development, VP for UL, and Associate Provost
Promote ethic of care through education and training around the revised bias-related incident policy. Revise bias-related incident policy and develop campus-wide training program for implementation in '06-'07.	• No changes made in BRI policy but included Ethic of Care in training • Assistant Dean partnered with Assistant Dean of Students on BRI training and programs • BRI policy training for RAs and GO Team **IN PROGRESS:** BRI training plan and timeline has not been established yet.
Create opportunities for students to engage in intra- and intercultural community building (e.g., CFCC, recognition ceremonies, intraethnic community dialogues). Create sense of belonging among historically underrepresented and underserved students.	• CFCC participation • Recognition ceremonies committees • FACES coalition-building **IN PROGRESS:** Observations have noted that students have a sense of belonging on campus but are struggling with intra-ethnic relations. There appears to be tension within the Latino student organizations, lack of communication between APA student organizations, and little visibility among African American student organizations. Students have requested through conversations, reflections, and e-mails that they would like to engage in

[1] Carried over from '04-'05 Goals

	sustained dialogues across ethnic lines to discuss issues of diversity.
Promote safe, supportive, and healthy campus through ally-development programs Train 50 students, faculty, and staff; 100% participation from UL departments	• Creating Community participation from ASUSF Senate, GO Team, RAs, and RHA • Three Creating Community Grant for "Not On Our Campus" campaign • Allies Training on hiatus **IN PROGRESS:** Creating Community Training currently does not include University Ministry, Koret, HPS, Public Safety and CSC staff. Discussions will be initiated by Assistant Dean to check on feasibility and appropriateness of participation. Allies Training currently being reconceptualized to include intentional training around ally-development. Current training includes terminology and awareness but does not go into depth on social justice training and ally development. New program expected to be launched in Spring 2007. Assistant Dean will convene Allies Training committee that includes faculty, staff, and students.
Increase collaboration among and between student groups for diversity program planning and implementation. Increase number of Creating Community Grant awards to ten.	• Increased collaboration among recognition ceremonies committees • Three Creating Community Grants awarded **Outcome WAS NOT ACHIEVED:** Three programs were partially-funded by Creating Community Grant: Women's Global Rights Forum, International Education Week, and "Not On Our Campus" campaign. PR plans will be developed to advertise grant beyond MCSS website and brochure and DSA materials.
Provide student leaders with tools, information, and resources to integrate multiculturalism and ally-development into their respective leadership positions. 100% participation (representatives) from RAs, RHA, ASUSF, GO in Creating Community Training; Sustain CC training through year-long program focused on diversity leadership and community development; develop and implement workshop facilitator program.	• 100% participation from RAs, RHA, ASUSF, GO in Creating Community Training **IN PROGRESS:** See *Creating Community Training* in Question 1 for feedback and proposed changes. A CC Facilitator program will be implement in 2006-7.
Provide mentorship opportunities for	• Strong relationships with Student of Color

students of color to develop leadership skills. Increase visibility and involvement of: MCSS Staff, MUFP Fellows, FACES, and Student of Color Representatives in leadership programs.	Representatives, FACES, and CFCC **Outcome MET:** Student of Color Representatives were active members of FACES and CFCC. They served as important liaisons between these student groups and ASUSF Senate. Collaborative efforts resulted in a passed ASUSF Senate resolution. See *Student Assistants*, *FACES*, and *Student of Color Representatives* in Question 1.
Create opportunities for students at large[2] to get involved in MCSS programs. Increase number of non-CFC officer participation in MCSS programs.	• Increased number of non-CFC officers participation as student assistants and recognition ceremony committee members **Outcome MET:** Four students in Filipino Graduation, three students in VK, and four students in LRC were not CFC officers, increasing MCSS relationships beyond elected officers.
Provide information, resources, and training for student organization advisors re: cultural competency, leadership development, and ally-building Create support teams composed of faculty and staff to assist in mentorship and advising for CFCs	• Collaboration with Latina/o student organization advisors • Discussions with individual advisors from African American and APA student organizations **IN PROGRESS:** There are currently informal and formal support teams for CFCs. The Assistant Dean plans to partner with advisors to formalize and/ or institutionalize those support teams and will implement a CFC advisor workshop series (no more than 3/year) to provide support teams with resources and information on advising CFCs.
Expand MCSS Office to include Resource Center and student lounge space. Increase use of MCSS by 25% for students and 50% for faculty and staff; use of MCSS materials by students, faculty, and staff.	• UC 415 acquired for lounge space • Increased visits by students to Coordinator • Same amount of visits from faculty and staff • Some use of MCSS materials from students and staff • Partnered with Counseling Center for small group dialogues in UC 415 (i.e., First-Generation group, and APA group) **Outcome WAS NOT ACHIEVED:** MCSS Lounge (UC 415) was not utilized by student groups for interaction. When used, it was for small group meetings. MCSS Staff plan to purchase appropriate

[2] Non-CFC officers

	furniture to facilitate use of lounge and will use the space more frequently for small group meetings and discussions. MCSS also plans on staffing lounge with CFCC, FACES, and EMSC RA.
Use theme of *sankofa*[3] to develop and implement programs that facilitate community building among faculty, staff, and students of color (e.g., Welcome Back Reception, Community of Color Retreat, Grad School Luncheon). Increased communication and interaction among faculty, staff, and students of color.	• Incorporated theme of sankofa in Welcome Back Receptions, EMSC retreat, FACES, and CFCC • Grad School Luncheon continues to be opportunity for students, faculty, and staff of color to interact • Continued interaction between students, faculty, and staff by program (e.g., African American Studies) and CFCs **IN PROGRESS:** MCSS staff plan to formalize more opportunities for the community of color to interact besides the Welcome Back Reception and Grad School Luncheon. The Assistant Dean will be planning a fall retreat for the community of color in Fall 2006. In addition, MCSS staff will continue to work closely with Diversity Studies program coordinators to co-sponsor and support programs throughout the year.
Submit one grant proposal to an external foundation or corporation to fund a co-curricular diversity program. Develop co-curricular program with one faculty member.	• Ford Foundation Grant submission with Philosophy for Difficult Dialogues not accepted **Outcome WAS NOT ACHIEVED:** While the proposal was not achieved, MCSS staff will continue to foster relationships with faculty to develop future co-curricular programs.
Submit one Jesuit Foundation Grant proposal to assess campus climate around LGBTQ issues. Provide data to revise Allies Training to address current needs; benchmark against other Jesuit institutions and national norms.	• Allies Training currently being reconceptualized **Outcome WAS NOT ACHIEVED:** Benchmarking will take place in 2006-2007 and with hopes for expanded Allies training launch in 2007. Allies training committee will be advised for Jesuit Foundation Grant submission.

[3] Akan word meaning "looking back in order to move forward"

3. HIGHLIGHTS OF MAJOR UNIVERSITY LIFE OUTCOMES

a. What realized outcomes can you use to celebrate? Which outcomes (realized or not) will you use to plan for next year?

Highlights from the year include: EMSC program development, increased participation from students-at-large, and continued relationships with faculty and staff collaborators. We hope to build on these accomplishments to enhance and expand collaborative MCSS programs next year. In addition, MCSS hopes to strengthen Creating Community training by incorporating student facilitators, streamline leadership development programs to provide consistent training and coalition-building opportunities, launch an intentional Allies program that integrates social justice elements, and provide a lounge space for students, faculty, and staff to interact in a safe environment.

b. How did the department create a supportive University community for and with students?

MCSS places students at the center of all our work. We tried to challenge andsupport students in their programming and activism efforts. This is evidenced by our relationships with students from various student organizations, our program changes as suggested by students, and the frequency of information exchange between staff and students. Also, many students who have been connected to MCSS have been our greatest promoters, recruiting committee members, EMSC participants, and student assistants to join the MCSS family.

Our most effective strategy has been dividing responsibilities between the Coordinator and Assistant Dean. Simon's work as a front-line student advocate has assisted me in my decision making process and communication strategies with students. He has also been instrumental in connecting first-year students to MCSS. His advising, workshop presentations, and overall presence have attracted freshmen to our programs. My work with student assistants, EMSC, and workshop presentations have provided me opportunities to connect with students, as well. We hope to continue strengthening our relationships with CFCs and building bridges with more students at-large.

c. What integrated learning experiences did the department collaborate on?

See Ally Development section in Question 1.

d. How did programs and services reflect the VMV- with emphasis on the Core Values?

USF's VMCV, Jesuit values, and ethic of care were clearly and regularly articulated and integrated into MCSS workshops and training, including: MCSS Staff Retreat, EMSC Fall Retreat, CFCC Retreats, FACES retreats, and Creating Community. In addition, MCSS staff adopted the Social Change Theory of Leadership Development in the design and delivery of leadership programs. In addition, I recently completed the first year of the JustFaith curriculum (focused on catholic social teaching on justice issues) at St. Teresa's Church. I am currently participating in the second year of the social justice program. I have used materials, texts, and reflection activities to both inform my work as Assistant Dean and to include in the co-curriculum of EMSC.

2006-2007 University Life Annual Report Format

1. REVIEW OF GOALS

The purpose is to evaluate (with evidence) progress towards intended outcomes. It will also give us a way to measure progress towards achieving divisional strategic initiatives.

06-07 University Life Strategic Initiative II:

Advance inclusive student success as measured by increases in student retention, satisfaction and/or engagement.

Build relationships with first-year students to facilitate sustained interaction with MCSS	**Program Outcome** Through sustained interactions with MCSS, first-year students will develop leadership skills to participate as active members of student organizations and committees. **Learning Outcomes** a) After completing MCSS-facilitated workshops, 50% of Foreword students and Freshmen Leadership Institute participants will be able to identify MCSS staff and resources. b) By the end of the spring semester, all first-year students in celebration committees will be able to develop skills to plan campus-wide diversity programs. c) By the end of the academic year, all first-	a) Self-report Tracking MCSS visits & consultations b) Observations 360-degree feedback c) Observations 360-degree feedback	a) In progress – While first-year students utilized MCSS resources and met with staff, there were no measurements used to demonstrate their ability to identify staff and resources. Sign-in sheets were used for the main office but not for the Coordinator. A tracking system will be implemented in 2007-8. In addition, MCSS will be participating in a self-assessment and external review in 2007-8, which may provide more information. b & c) Accomplished - All first-year committee members demonstrated collaboration with other students and MCSS staff. All first-year students shared information with the other committees, assisted in planning,

	year student assistants and first-year celebration committee members will be able to practice collaboration through MCSS event planning and implementation.		and helped during the ceremonies.

06-07 University Life Strategic Initiative III:

Promote learning.

Facilitate opportunities for students to develop and expand their cultural competence	**Program Outcomes** Through intentional and purposeful training, students will be able to "explore, examine and engage with self and others to raise consciousness and awareness as it relates to diversity and social justice issues."[1] **Learning Outcomes** a) During Creating Community Training, 50% of student leaders will be able to engage in honest conversations across difference regarding issues of identity and group membership. b) By the end of the fall semester, students in the Storytelling to Engage Multiculturalism (StEM) program will be able to articulate ways in which systems of privilege have affected and	a) Evaluations b) Observations a) Observation b) Pre-test and Post-test b) Certificate of completion	a) In progress – While meaningful dialogues were observed, there were no evaluations that measured "honest" conversations. Questions will be added to next year's evaluation. b & c) Accomplished – Students were able to articulate issues of privilege and learn how to facilitate dialogues but not through StEM. StEM and Social Justice Educators Program were re-envisioned with two distinct purposes. StEM was a leadership experience focused primarily on dialogue and storytelling as a means to explore commonalities, as well as the ways in which participants experience the world differently. Participants examined

[1] *From* Washington, J. (2006). Creating Community Training. University of San Francisco Ambassador Training.

	continue to affect their own lives. c) By the end of the spring semester, students in the Storytelling to Engage Multiculturalism (StEM) program will have learned techniques and practiced facilitating small group dialogues.	a) Observation b) Peer Feedback c) Certificate of Completion	and utilized the written word, oral narrative, the visual arts, spoken word poetry, and movement as mediums to express voice. SJEP was a program that included experiential exercises where students participated in dialogues to challenge and stretch their understanding of social identities, and the privilege and power (or lack there of) associated with them. Students demonstrated their learning at the end of the semester by facilitating four dialogues on: Portrayal of Socio-economic Class in the Media, Gender Roles, Christian Dominance, and LGB Media Representation.

06-07 University Life Strategic Initiative IV:

Provide opportunities and challenges for students to develop and engage in a socially responsible and just community.

Provide information, resources, and strategies for students to define, articulate, and practice smart activism	**Program Outcomes** Through curricular and co-curricular experiences, students will be able to reflect on, integrate, and communicate various approaches to both campus and community activism. **Learning Outcomes** a) By the end of the fall	a) Preflection Papers	a – f) Accomplished - All learning outcomes were taken directly from the EMDS syllabi. Learning was measured in quizzes, preflecion papers, integration papers, service-learning assignments, and final projects.

	semester, Esther Madriz Scholars will be able to: • reflect on their group memberships, and • engage in dialogue regarding their areas of both privilege and oppression. b) After participating in the transborder experience, Esther Madriz Scholars will be able to: • gain a global perspective on national social problems and their solutions, focusing specifically on issues of immigration and settlement, and • describe different models of activism, including: education-based, community-based, religious-based, and institutional-based. c) By the end of the spring semester, Esther Madriz Scholars will be able to define the 7 Cs of the Social Change Model of Leadership Development. d) After completing 30 hours of service-learning, Esther Madriz Scholars will be able to describe various connections between community organizing and social justice.	Observations in class and karamu b) Transborder Reflection Paper Observations Final Portfolio Final Presentation c) Quiz Final Portfolio d) Service Reflection Papers Karamu Reflection Midterm Evaluation from SL partner	

	e) By the end of the academic year, Esther Madriz Scholars will be able to explain the core Jesuit values and ethic of care. f) After completing the Smart Activism series, Esther Madriz Scholars will be able to: • explain the Circle of Praxis as it relates to smart activism, and • identify contemporary issues regarding environmental justice.	e) Fall Retreat Presentation Community Organizing –Reflection Paper II Karamu observations and reflections f) Smart Activism Evaluations Integration / Reflection Papers	

2. HIGHLIGHTS OF MAJOR UNIVERSITY LIFE OUTCOMES

The purpose is to provide a high-level leadership analysis of the past year. Please attempt to write more from an outcomes or results perspective and less from a descriptive basis. You will be able to use it as your "elevator speech." The Vice President will use it at the Divisional and University level.

a. What realized outcomes can you use to celebrate? Please consider the following:

Integrated Learning

The Esther Madriz Diversity Scholars (EMDS) program was expanded this year to include intentional integration of co-curricular experiences. Several examples include: the Assistant Dean co-teaching the class with Professor Rodriguez to cover topics such as identity, cultural competence, and leadership development; karamu attendance was included as part of the class participation grade; and preflection papers were incorporated into the graded assignments. The expanded pedagogical model led to a deeper appreciation of integrated learning. In addition, the LLC's theme of "Crossing Borders, Discovering Home" was weaved throughout the program. When asked to reflect on their experiences two scholars commented:

- "It is inevitable that we take with us the things that shape us and help us grow. EMDS made me a better person, and better suited for a life in the fields of social justice. As Father Roy mentioned in his speech on School of the Americas, "An activist is never without a job", so I guess I shall never be unemployed." – Martha Espinoza

- "As individuals we must allow ourselves to cross boundaries and borders as we help change and develop the future. By crossing our own borders, knowing who we are and learning new abilities or qualities we may posses through this process, we discover new opportunities that were not there before but exist now, which will aid to change our community. " – Stephanie Heim

This innovated learning model received national attention when it was presented at two national conferences (NCORE & AAC&U Diversity and Learning), as both a workshop and roundtable discussion, and recognized as one of three universities awarded the "Promising Practice in Student Affairs and Academic Affairs" award at the NASPA/ACPA Joint Convention.

The Coordinator developed three new programs: StEM, SJEP, and Asian Pacific Islander Graduation. During the fall semester, the Coordinator, in collaboration with HPS and ORL, worked with sixteen students in StEM. Student feedback on the program was overwhelmingly positive:

- "I found the community/family feeling of it all to be most valuable. I felt we all bonded and created relationships I can carry throughout college and perhaps later."
- "The inter-personal dialogues were most valuable to me because they gave me a new and different perspective on something I had already formed an opinion on."
- "Sharing my stories and hearing other student's stories was valuable because it was empowering to know that I am not alone in this struggle."
- "I learned that story telling can help me understand myself and my community."

The Coordinator continued collaborating with HPS, ORL, and included the Counseling Center to develop and implemente the spring semester's Social Justice Educators Program. The group met each week for three hours, going through experiential exercises and participating in dialogues. Students commented that the experience was challenging and transformative yet ultimately rewarding, as indicated in the two reflections below:

- "SJEP was a really positive experience for me; it continued to develop my passion for social justice work in a safe and supportive environment. Our facilitators shared so much of themselves, but also guided our learning in a way that almost erased the power differential. Week after week, I would look forward to another intense dialogue with my co-learners and co-educators. Being in the program really was a changing experience and I am grateful for everything I learned in it."
- "(I now feel) responsible to educate my community and also challenge individuals I feel are being oppressive."

Several of the students will co-facilitate future MCSS workshops and programs.

Under the leadership of the Coordinator, student committees organized three recognition ceremonies. The inaugural Asian Pacific Islander Graduation featured USF alumnus, Chief Heather Fong, as the keynote speaker and honored over twenty-five graduates. Thirty-two graduates (including graduate students) were honored at the 11th Annual Vizuri Kabisa Unity Celebration and over 200 guests were in attendance. Sixty graduates (including graduate students) participated in the 7th Annual Latino Recognition Ceremony and over 350 guests were in attendance. Students in all three committees

demonstrated collaboration, leadership, and community-building skills. Their hard work paid off when they received outstanding praise from faculty and staff:

API Graduation

- "I was fortunate to have had the opportunity to speak at length with Chief Heather Fong that evening. She was highly impressed by your [the committee's] admirable organizational skills and vision for this important inaugural event. The entire Asian American Studies faculty uniformly shared the same sentiment… Your many hours spent in organizing this event set in motion a new era of ethnic consciousness at USF. Thanks to your efforts, students, faculty and staff now have a new and important opportunity to collectively recognize the many gifts and talents that API students bring to our university. And perhaps most importantly, the API graduation ceremony - along with the other ethnic minority student ceremonies - affirm the belief that cultural diversity is to be officially endorsed and commemorated as a community. Your efforts have set an historical precedent in this regard." -Professor Kevin Chun
- "During the Arts & Science graduation, a number of the Asian American Studies Program faculty happened to converge, and we all agreed how memorable the API grad was. In fact, I got the distinct impression that we all thought it was more special than the college-wide graduation! I've been at USF for 8 or 9 years now, and have often wondered if an API graduation should be formed. You all of course were doing something more than just speculating; you actually acted and the result was a success! Again, thank you." – Professor David Kim

Vizuri Kabisa

- "Coordinating a program like VK for your peers is one of the most selfless acts you could do for your fellow classmates. It isn't done for accolades; it is done to acknowledge their success and contributions to the community. VK is a true labor of love. I know this first hand being that I served on the VK committee as a student and staff member from '98 until it was coordinated by students. Kudos to MCSS for empowering students to take on this leadership position." – Sherie Gilmore
- "From the narratives that students shared last night and the statistics on African-American graduation it is evident the challenges that Black students face on a daily in higher education. It is so important that we take opportunities like VK to celebrate the accomplishments that members of our community have made over adversity." - Darren Pierre

Latino Recognition Ceremony

- "We all can be proud of a tremendously successful event that fosters the meaning of community on our campus and recognizes the accomplishments and dreams fulfilled of our Latin@ graduates and their families. Thank you again for your dedication and support to insure that USF provides the very best for our Latin@ students." - Allyn Nobles
- "Just a quick note to thank you for the great event you organized last night. It was one of the best events being held on campus (and I attend quite a few…). Your

dedication showed and you certainly deserve all kinds of accolades. Last night's Recognition Ceremony is something that makes us proud. Thanks for all the thought and hard work that went into making it a reality." - Gerardo Marin

- "As we know, for many of us within the Latino community, graduating from college is not just a significant achievement--it is a historic moment, as many of us are the first in our families to go to college. Given our mission as a Jesuit institution and our emphasis on educating a diverse community, this type of celebration is a positive reminder of our institutional commitment." - Professor Julio Moreno

Relationship-building with first-year students

The Coordinator made concerted efforts to reach out to first-year students in an effort to cultivate sustained relationships. He, along with the Assistant Dean, co-facilitated a diversity workshop for Foreword students and he served on the Foreword planning committee. He also, with SLE staff, presented a half-day diversity workshop during Freshman Leadership Institute. These interactions led to an increase in first-year student participation in MCSS programs. For instance, nearly all the participants in SteM and SJEP were freshmen. In addition, several first-year students served as committee members for the various recognition ceremonies. Because of his ability to connect with this population, the Coordinator was invited to co-teach a College Success course this summer.

Faculty Collaboration

The Assistant Dean convened a planning meeting for culturally-focused clubs, advisors, and Diversity Studies programs. The purpose of the meeting was to create a communications network among and between the various groups, as well as to begin initial planning for the 2007-8 event calendar. Twenty-four people were attendance including 11 students, four professors, and nine staff. They represented 11 student organizations, four academic programs, and three departments. This meeting led to increased collaboration not only with culturally-focused organizations, but with SLE, as well (e.g., Fall Institute).

Professional Activities

Both the Assistant Dean and Coordinator were active in professional activities. They served in leadership positions in California Council of Cultural Centers in Higher Education (CaCCCHE) and Asian Pacific Islander caucus of the National Conference on Race & Ethnicity (APINCORE) and organized events for both groups. They also served on planning committees for national conferences including the inaugural Point 7 Now Conference.

The Assistant Dean was invited to presented workshops for Santa Clara University, National Conference on Dialogue & Deliberation, College Board Western Regional Forum, and St. Anthony Foundation. The Coordinator was invited to participate in the Institute for Intergroup Relations at the University of Michigan and was selected as a Social Justice Training Institute intern for December 2007.

b. How did the department create a supportive University community for and with students?

Student input is seriously considered in the development and implementation of MCSS programs and services. In addition, the Assistant Dean and Coordinator make every effort to empower students to make real change on campus. Examples include:

- EMDS RA developing karamu syllabus, transborder activities, and retreat exercises, in partnership with staff and faculty
- Student planning committees for recognition ceremonies
- Development of API Graduation after students expressed interest in event
- Student assistants determining staff development topics and team-building activities
- Reconfiguration of office spaces to include meeting areas
- Use of Lounge to host Counseling Center groups that explore mixed race, first-generation issues, women's issues, and alternative sexualities
- Use of Lounge for prayer space during Ramadan
- Student participation in NCORE and SJTI

After participating in several MCSS programs, several students expressed interest in working in MCSS. Next year, five of those students will join the MCSS staff.

c. How did programs and services reflect the VMV- with emphasis on the Core Values?

USF's VMCV continue to be included in all MCSS workshops, trainings, and retreats. They also serve as a foundation for the department's annual programs including Creating Community, EMDS, StEM, and SJEP. Social justice is at the heart of the department's programs and events. All MCSS informational materials include language that promotes the university's mission and core values and all MCSS staff orientations have a workshop on core Jesuit values.

3. WHAT DO YOU NEED?

Based on what you learned this past year in trying to advance divisional strategic initiatives as well as implementing departmental operational goals, what do you and your staff need in the programmatic area, the resource area (staffing/budget/space) or the professional development area to be successful.

Three main challenges during the year were budget, space, and staff. The budget, as with many departments, was an issue. Because of the high cost of Creating Community, other program budgets were adjusted. For instance, end-of-the-year celebrations were paid for with the Creating Community Grant account. In addition, with professional staff taking on more leadership roles in associations and student staff attending diversity conferences, both the Assistant Dean and Coordinator had to pay for many professional development expenses out of their own pockets. Budget adjustments will be made this upcoming academic year so that staff will not have to pay for professional development expenses and celebrations (and other programs) can be paid for through the MCSS account.

A multicultural center would be an important asset to the campus and local communities. Split offices and an uncentralized location make it difficult for MCSS to be visible to the wider campus community. There is also a lack of meeting spaces to accommodate groups that are larger than eight people. As MCSS continues to support CFCC and the Student of Color Representatives, it is increasingly important for the department to provide safe and welcoming spaces for students to conduct meetings and simply interact with one another. A centralized location with appropriate square footage would help facilitate community building and collaboration among students, faculty, and staff.

Staffing was also a problem. Because student salary money was used to pay for other programs, the office and lounge were not staffed during all business hours. With next year's budget adjustments, more student staff will be hired to assure appropriate staffing for both spaces. In addition, with the Coordinator taking on more responsibilities of an Assistant Director (e.g., assisting with NCORE, developing StEM, SJEP, and API Grad, assisting with division's strategic priorities), it makes sense to reclassify the position into an Assistant Director position. The Coordinator currently functions similarly to the Assistant Director of the Office of Service-Learning and Community Action and should have a title that reflects the level of strategic planning and goal setting that the job now requires. Hopefully this will be explored further after the external review.

Multicultural Competence in Student Affairs

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Table 1.1. Characteristics of a Multiculturally Competent Student Affairs Practitioner

Multicultural Awareness	*Multicultural Knowledge*	*Multicultural Skills*
A belief that differences are valuable and that learning about others who are culturally different is necessary and rewarding	Knowledge of diverse cultures and oppressed groups (i.e., history, traditions, values, customs, resources, issues)	Ability to identify and openly discuss cultural differences and issues
A willingness to take risks and see them as necessary and important for personal and professional growth	Information about how change occurs for individual values and behaviors	Ability to assess the impact of cultural differences on communication and effectively communicate across those differences
A personal commitment to justice, social change, and combating depression	Knowledge about the ways that cultural differences affect verbal and nonverbal communication	Capability to empathize and genuinely connect with individuals who are culturally different from themselves
A belief in the value and significance of their own cultural heritage and worldview as a starting place for understanding others who are culturally different	Knowledge about how gender, class, race, ethnicity, language, nationality, sexual orientation, age, religion or spirituality, and disability and ability affect individuals and their experiences	Ability to incorporate new learning and prior learning in new situations
A willingness to self-examine and, when necessary, challenge and change their own values, worldview, assumptions, and biases	Information about culturally appropriate resources and how to make referrals	Ability to gain the trust and respect of individuals who are culturally different from themselves
An openness to change, and belief that change is necessary and positive	Information about the nature of institutional oppression and power	Capability to accurately assess their own multicultural skills, comfort level, growth, and development
An acceptance of other worldviews and perspectives and a willingness to acknowledge that, as individuals, they do not have all the answers	Knowledge about identity development models and the acculturation process for members of oppressed groups and their impact on individuals, groups, intergroup relations, and society	Ability to differentiate among individual differences, cultural differences, and universal similarities
A belief that cultural differences do not have to interfere with effective communication or meaningful relationships	Knowledge about within-group differences and understanding of multiple identities and multiple oppressions	Ability to challenge and support individuals and systems around oppression issues in a manner that optimizes multicultural interventions
Awareness of their own cultural heritage and how it affects their worldview, values, and assumptions	Information and understanding of internalized oppression and its impact on identity and self-esteem	Ability to make individual, group, and institutional multicultural interventions
Awareness of their own behavior and its impact on others	Knowledge about institutional barriers that limit access to and success in higher education for members of oppressed groups	Ability to use cultural knowledge and sensitivity to make more culturally sensitive and appropriate interventions
Awareness of the interpersonal process that occurs within a multicultural dyad	Knowledge about systems theories and how systems change	

Source: Pope and Reynolds (1997). Used by permission.

Table 3.2. Student Affairs MCOD (Multicultural Organization Development) Template

MCOD Category	*Purpose*	*Specific Components*
1. Comprehensive definition of the term *multicultural*	In the interest of serving students, an inclusive and broad definition of *multicultural* should be chosen. Encouraging discussion of definitional issues is essential so there is agreement among staff members as to where diversity initiatives might be focused.	• Use an inclusive definition of *diversity* • Identify the student groups who have historically been underserved or underrepresented in higher education (e.g., people of color; students with disabilities; nontraditional students; female students; religious minorities; international students; first-generation college students; and lesbian, gay, bisexual, and transgender students)
2. Mission statement	A student affairs department or division mission statement identifies its values and priorities and ideally identifies diversity issues as central to the department or division mission.	• Explicit use of words such as *multicultural* or *diversity* must be an essential part of the mission statement • Incorporate the mission statement into all department publications and advertisements such as brochures and Websites
3. Leadership and advocacy	Multicultural change efforts in higher education are most successful when they involve the commitment of the top leadership within a college. However, if such top leadership is not available, individuals may take responsibility within their own sphere of influence and attempt to create change.	• Set short-term and long-term diversity goals for each year • Give additional rewards and support to those staff members who fully participate in the multicultural vision of the student affairs department/division • Seek out additional multicultural training to assist efforts toward creating a multicultural department/division • Document how supervisors will assist their supervisees in the development of multicultural competencies
4. Policy review	Multicultural organization development focuses on all significant subsystems of an organization, such as mission, policies and procedures, training, and evaluation. Reviewing the current policies, procedures, and forms is one way to ensure that diversity issues are included in all aspects of an organization.	• Conduct a full review of departmental policies and procedures to assess their impact on diverse populations and make changes as appropriate

(continues)

Table 3.2. (continued)

MCOD Category	*Purpose*	*Specific Components*
5. Recruitment and retention of a diverse staff	To have a truly multicultural department/division, it is essential that the staff be culturally diverse. Without a diversity of voices, life experiences, and cultural backgrounds, staff may be limited in their ability to meet the needs of some students. In addition to recruiting a diverse staff, addressing interpersonal and structural dynamics within the environment helps to create a welcoming and nurturing environment for all staff members.	• Develop and follow proactive diversity recruitment strategies that identify where advertisements will be sent and how a diverse candidate pool will be developed • Include multicultural awareness, competence, knowledge, and skills as an integral part of the job description • Evaluate all job candidates on those criteria • Use ongoing supervision to explore retention-related issues
6. Multicultural competency expectations and training	Multiculturally competent attitudes, knowledge, and skills are fast becoming the standard within student affairs by which staff members may be evaluated. It is no longer acceptable to have a multicultural expert on staff to meet the needs of specific student groups. Training or retraining staff members in multicultural issues helps them feel more equipped to meet the needs of all students. Mentoring graduate students and encouraging the	• Create opportunities for staff to attend local, state, or national conferences or workshops that address diversity issues • Offer diversity training every year • Provide effective multicultural supervision for all professional and student staff members • Specify how multicultural tasks and responsibilities are part of graduate students' overall job expectations

MCOD Category	*Purpose*	*Specific Components*
	development of their multicultural awareness, knowledge, and skills is essential for effective supervision.	• Assign diversity goals to each staff member and base annual evaluation on how they contribute to the multicultural vision of the department/division
7. Scholarly activities	It is the responsibility of all professionals to contribute to the field of multiculturalism through professional writing or presentations that reflect on their experiences. Such work instills more commitment to the process, creates a positive image for the department/division, and provides opportunities for staff members to receive feedback and support from colleagues across the country.	• Encourage, support, and reward staff members who pursue any multicultural scholarly activities (writing for publication or presenting at professional conferences)
8. Departmental/division programs and services	Incorporating multicultural content and sensitivity into all programs and services, from advertisement to implementation, makes for accessible and meaningful activities. It is also helpful to identify underserved student groups and develop ways to meet their needs more effectively, including the development of new and creative programs and services.	• Review all programs, activities, forms, and services for multicultural content and values • Develop plans for more thorough and deliberate infusion of diversity material in workshop agendas and materials • Create at least one new and innovative program each year to contribute to the multicultural change efforts on campus

(continues)

Table 3.2. (continued)

MCOD Category	*Purpose*	*Specific Components*
9. Physical environment	The physical environment sends an important message about what it values. It is important to create an affirming and caring environment where individuals of diverse backgrounds feel valued. Creating a setting that has music, artwork, and other visual images that are representative of diverse cultures not only makes those individuals feel welcome, it also educates and expands the awareness of others. Staff members need to be conscious and thoughtful in how they approach this issue; ongoing dialogue is central to creating an inclusive and accepting environment.	• Review individual offices and public space to ensure they are void of offensive or insensitive materials • Ensure that all offices and programs are accessible and welcoming to students with disabilities • Display culturally inclusive artwork, music, and magazines in public spaces to create a welcoming environment • Discuss how to respond to insensitive or offensive verbal or nonverbal conduct in any programs or services
10. Assessment	To create a multicultural department/division, an assessment of the multicultural strengths and weaknesses is necessary. By knowing who it is serving and how satisfied they are with the service, a department/division is better able to develop effective programs and services. Once an accurate evaluation has been completed, it is easier to set goals and plan strategically. Self-evaluation is not enough. It is vital to gather information about the perceptions, attitudes, and experiences of the students, staff, and faculty who use the services for a more accurate picture of the type of changes needed. The goal of assessment is ultimately to create some accountability for the multicultural change efforts.	• Create an evaluation system that assesses the effectiveness of its services and outreach efforts to all students • Assess student satisfaction with the multicultural sensitivity of the service or outreach effort as well as the multicultural competence of the staff • Gather information about the demographic background of students who use any program or services • Set yearly goals to either increase the percentage of students from under-represented groups who use their office or improve the students' overall level of satisfaction with those services

Source: Adapted from Reynolds and Pope (2003).

CAS

Self-Assessment Guide

Multicultural Student Programs and Services

August 2006

Part 1. MISSION

Multicultural Student Programs and Services (MSPS) must promote academic and personal growth of traditionally underserved students, work with the entire campus to create an institutional and community climate of justice, promote access and equity in higher education, and offer programs that educate the campus about diversity.

Multicultural Student Programs and Services (MSPS) must incorporate student learning and student development in its mission. MSPS must enhance overall educational experiences. MSPS must develop, record, disseminate, implement, and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. MSPS must operate as an integral part of the institution's overall mission.

MSPS must assist the institution in developing shared goals and creating a sense of common community that serves all its constituents fairly and equitably and is marked by:

- **access to academic, social, cultural, recreational and other groups and activities**
- **opportunities for intentional interaction and engagement**
- **integration**

MSPS must encourage the institution to hold units responsible for meeting the needs of traditionally underserved students in their area of responsibility; this includes under-represented or oppressed students, such as students of color, lesbian, gay, bisexual and transgender students, and students with disabilities.

Institutions may have more than one MSPS organization. Each of these MSPS organizations' missions may address the needs of a particular student group or groups. These missions should be complementary. If only one MSPS organization exists, the mission should address the needs of students of the many cultural and oppressed groups.

In addition, MSPS should encourage all units to explicitly include in their mission serving a wide range of underserved students fairly and equitably.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 1. MISSION *(Criterion Measures)*	**Rating Scale**
1.1 A program mission and goals statement is in place and is reviewed periodically.	ND 1 2 3 **4** NR
1.2 Student learning, development, and educational experiences are incorporated in the mission statement.	ND 1 2 3 4 NR
1.3 The mission is consistent with that of the host institution and the CAS standards.	ND 1 2 3 4 NR
1.4 The program functions as an integral part of the host institution's overall mission.	ND 1 2 3 4 NR

1.5 The program promotes academic and personal growth of underserved students.	ND 1 2 3 4 NR
1.6 The program creates shared goals and a sense of community in the institution.	ND 1 2 3 4 NR
1.7 Each office in the institution is held responsible for meeting the needs of underserved students.	ND 1 2 3 4 NR
1.8 The program promotes justice, access, and equity.	ND 1 2 3 4 NR

Part 1: Mission Overview Questions

A. What is the program mission?

B. How does the mission embrace student learning and development?

C. In what ways does the program mission complement the mission of the institution?

Part 2: PROGRAM

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. Multicultural Student Programs and Services (MSPS) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

MSPS must provide evidence of its impact on the achievement of student learning and development outcomes.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 2. PROGRAM *(Criterion Measures)*	**Rating Scale**
2.1 The program promotes student learning and development that is purposeful and holistic.	ND 1 2 3 4 NR
2.2 The program has identified student learning and development outcomes that are relevant to its purpose	ND 1 2 3 4 NR
2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.	ND 1 2 3 4 NR
2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked *List student learning and/or developmental outcomes in spaces provided*	

2.4.1 ☐ Intellectual Growth	ND 1 2 3 4 NR
2.4.2 ☐ Effective Communication	ND 1 2 3 4 NR
2.4.3 ☐ Enhanced Self-Esteem	ND 1 2 3 4 NR
2.4.4 ☐ Realistic Self-Appraisal	ND 1 2 3 4 NR
2.4.5 ☐ Clarified Values	ND 1 2 3 4 NR
2.4.6 ☐ Career Choices	ND 1 2 3 4 NR
2.4.7 ☐ Leadership Development	ND 1 2 3 4 NR
2.4.8 ☐ Healthy Behavior	ND 1 2 3 4 NR
2.4.9 ☐ Meaningful Interpersonal Relationships	ND 1 2 3 4 NR
2.4.10 ☐ Independence	ND 1 2 3 4 NR
2.4.11 ☐ Collaboration	ND 1 2 3 4 NR
2.4.12 ☐ Social Responsibility	ND 1 2 3 4 NR
2.4.13 ☐ Satisfying and Productive Lifestyle	ND 1 2 3 4 NR
2.4.14 ☐ Appreciate Diversity	ND 1 2 3 4 NR

2.4.15 ☐ Spiritual Awareness	ND 1 2 3 4 NR
2.4.16 ☐ Personal and Educational Goals	ND 1 2 3 4 NR
2.5 Program offerings are intentional, coherent and based on theories of learning and human development	ND 1 2 3 4 NR
2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities	ND 1 2 3 4 NR
2.7 Program offerings focus on:	
2.7a the awareness of cultural differences, cultural commonalities, privilege, and identity	ND 1 2 3 4 NR
2.7b self-assessment of cultural awareness	ND 1 2 3 4 NR
2.7c changing attitudes and behavior	ND 1 2 3 4 NR
2.8 Program offerings promote academic success by:	
2.8a introducing community networking and negotiation of processes	ND 1 2 3 4 NR
2.8b assists students in formulating educational goals	ND 1 2 3 4 NR
2.8c supporting academic skills development	ND 1 2 3 4 NR
2.8d informing students of the broad range of opportunities in the institution	ND 1 2 3 4 NR
2.8e providing networking with faculty members and staff	ND 1 2 3 4 NR
2.8f connecting students with campus groups	ND 1 2 3 4 NR
2.9 Program offerings promote personal student growth by:	
2.9a enhancing the understanding of one's own culture	ND 1 2 3 4 NR
2.9b enhancing understanding of other cultures	ND 1 2 3 4 NR
2.9c providing students with the opportunity to establish interpersonal relationships	ND 1 2 3 4 NR
2.9d providing for broad based communication	ND 1 2 3 4 NR
2.10 Program promotes leadership development of students.	ND 1 2 3 4 NR
2.11 Program works to create a just campus climate by addressing impediments to the growth and participation of students.	ND 1 2 3 4 NR
2.12 Staff members work to help make the institution free of practices and policies that have prejudicial effects.	ND 1 2 3 4 NR
2.13 The program increases multicultural awareness and knowledge by:	
2.13a enhancing the understanding of a variety of cultures	ND 1 2 3 4 NR
2.13b promoting the understanding of privilege and power	ND 1 2 3 4 NR
2.13c teaching how to combat discrimination	ND 1 2 3 4 NR

2.13d promoting identity development	ND 1 2 3 4 NR
2.14 The program serves as a resource for multicultural education.	ND 1 2 3 4 NR
2.15 The program assists students across their range of development and experiences.	ND 1 2 3 4 NR

Part 2: Program Overview Questions

A. What are the primary elements of the program?

B. What evidence exists that confirms the program contributes to student learning and development?

C. What evidence is available to confirm program goals' achievement?

Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Multicultural Student Programs and Services (MSPS) leaders within the administrative structure to accomplish stated missions. MSPS leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

Leaders of MSPS must exercise authority over resources for which they are responsible to achieve their respective missions.

MSPS leaders must:

- **articulate a vision for their organization**
- **set goals and objectives based on the needs and capabilities of the populations served**
- **promote student learning and development**
- **prescribe and practice ethical behavior**
- **recruit, select, supervise, and develop others in the organization**
- **manage financial resources**
- **coordinate human resources**
- **plan, budget for, and evaluate personnel and programs**
- **apply effective practices to educational and administrative processes**
- **communicate effectively**
- **initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the MSPS.**

MSPS leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.

MSPS leaders must promote campus environments that result in multiple opportunities for student learning and development.

MSPS leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

MSPS leaders must base their work on models and approaches that are theory-based and data driven.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 3. LEADERSHIP *(Criterion Measures)*	**Rating Scales**
3.1 The host institution has selected, positioned, and empowered a program leader.	ND 1 2 3 4 NR
3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.	ND 1 2 3 4 NR
3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.	ND 1 2 3 4 NR
3.4 Clearly defined leader accountability expectations are in place.	ND 1 2 3 4 NR
3.5 Leader performance is fairly assessed on a regular basis.	ND 1 2 3 4 NR
3.6 The leader exercises authority over program resources and uses them effectively.	ND 1 2 3 4 NR
3.7 The program leader:	
3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served	ND 1 2 3 4 NR
3.7b prescribes and practices appropriate ethical behavior	ND 1 2 3 4 NR
3.7c recruits, selects, supervises, instructs, and coordinates staff members	ND 1 2 3 4 NR
3.7d manages fiscal, physical, and human resources effectively	ND 1 2 3 4 NR
3.7e applies effective practices to educational and administrative processes	ND 1 2 3 4 NR
3.8 Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.	ND 1 2 3 4 NR
3.9 The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.	ND 1 2 3 4 NR
3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.	ND 1 2 3 4 NR
3.11 The leader strives to improve the program in response to evolving student needs and institutional priorities.	ND 1 2 3 4 NR
3.12 Leaders base their work on theory-based and data driven models.	ND 1 2 3 4 NR

Part 3: Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?

B. In what ways are program leaders positioned and empowered to accomplish the program mission?

C. How are program leaders accountable for their performance?

D. What leadership practices best describe program leaders?

Part 4: ORGANIZATION and MANAGEMENT

Guided by an overarching intent to ensure student learning and development, Multicultural Student Programs and Services (MSPS) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. MSPS must provide channels within the organization for regular review of administrative policies and procedures.

MSPS must be located in an organizational structure that can best provide for effective programs and services for achievement of its mission.

Wherever located MSPS should collaborate and form close alliances with student affairs.

In response to assessed student needs, MSPS must play a principal role in creating and implementing institutional policies and programs.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 4. ORGANIZATION AND ADMINISTRATION *(Criterion Measures)*	**Rating Scale**
4.1 The program is structured purposefully and managed effectively.	ND 1 2 3 4 NR
4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.	ND 1 2 3 4 NR
4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.	ND 1 2 3 4 NR
4.4 Channels are in place for regular review of administrative policies and procedures.	ND 1 2 3 4 NR

Part 4: Organization and Management Overview Questions

A. What are the institutional organizational structures that define, enable, or restrain the program?

B. What protocols or processes are in place to insure effective management of the program?

Part 5: HUMAN RESOURCES

Multicultural Student Programs and Services (MSPS) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, MSPS must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. MSPS must strive to improve the professional competence and skills of all personnel it employs.

Professional Staff

Professional staff members must hold an earned graduate degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

Professional staff members must possess the requisite multicultural knowledge, awareness, and skills.

Professional staff should possess the awareness that cultural differences are valuable. Professional staff should value the significance of their own cultural heritage and understand that of different cultures. They should have insight into the interpersonal process of how one's own behavior impacts others. They should be aware of when change is necessary for the realization of a positive and just campus.

Professional staff must have knowledge about identity development and the intersections of various aspects of diversity (i.e., race and class, race and gender, race and sexual orientation) on identity development and the acculturation process. Professional staff must know how various groups experience the campus and what institutional and societal barriers limit their access and their success. Professional staff must know how culture affects verbal and non-verbal communication. Professional staff must be knowledgeable about research and practice in areas appropriate to their programming with students.

Professional staff must be skilled in identifying cultural issues and assessing their impact. Professional staff must be able to develop empathetic and trusting relationships with students. Professional staff must recognize individual, cultural, and universal similarities. Professional staff must be able to make culturally appropriate interventions to seek to optimize learning experiences for students. Professional staff must demonstrate respect for cultural values.

The professional staff of MSPS should reflect the various student cultures involved in MSPS.

In addition to professional staff being knowledgeable in their areas of responsibility, they should be knowledgeable about career planning and development, health promotion, group facilitation, leadership training and development, workshop design, social-interpersonal development, individual and group counseling, and campus resources.

Professional staff should complete specific coursework in organizational development, counseling theory and practice, identity development theory, group dynamics, leadership development, human development, and research and assessment.

Professional staff must have a personal commitment to justice and social change.

Graduate Students and Interns

Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

The use of graduate assistants and interns should be encouraged to expand staff abilities, provide peer role models, and give valuable pre-professional experience. Particular attention should be given to preparing all pre-professional assistants to be especially sensitive to cultural differences of focus populations.

Students

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

Student employees and volunteers from multicultural groups should be utilized.

Student employees must be assigned responsibilities that are within their scope of competence.

Training and activities for student employees could include retreats, leadership classes, and workshops.

Support Staff

MSPS must have technical and support staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.

All Staff

Salary levels and fringe benefits for all MSPS staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

MSPS staff members must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. Programs and services must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

MSPS staff members must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

MSPS staff members must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 5. HUMAN RESOURCES *(Criterion Measures)*		**Rating Scale**
5.1	The program is staffed adequately with personnel qualified to accomplish its mission.	ND 1 2 3 4 NR
5.2	Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.	ND 1 2 3 4 NR
		ND 1 2 3 4 NR

5.3	The program strives to improve the professional competence and skills of all staff members.	ND 1 2 3 4 NR
5.4	Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.	ND 1 2 3 4 NR
5.5	Professional staff members possess the necessary multicultural knowledge and skills to carry out the responsibilities.	ND 1 2 3 4 NR
5.6	Professional staff members have knowledge about identity development.	ND 1 2 3 4 NR
5.7	Professional staff members know how various cultures experience the campus community.	ND 1 2 3 4 NR
5.8	Professional staff members are skilled in assessing the cultural impact on student performance.	ND 1 2 3 4 NR
5.9	Professional staff members have trusting relationships with students and demonstrate respect for cultural values.	ND 1 2 3 4 NR
5.10	Professional staff members carry a personal commitment to justice and social change.	ND 1 2 3 4 NR
5.11	Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.	ND 1 2 3 4 NR
5.12	Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.	ND 1 2 3 4 NR
5.13	Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.	ND 1 2 3 4 NR
5.14	Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.	ND 1 2 3 4 NR
5.15	Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.	ND 1 2 3 4 NR
5.16	Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.	ND 1 2 3 4 NR
5.17	Hiring and promotion practices are fair, inclusive, and non-discriminatory.	ND 1 2 3 4 NR
5.18	A diverse program staff is in place that provides readily identifiable role models for students.	ND 1 2 3 4 NR
5.19	Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.	ND 1 2 3 4 NR
5.20	The program has a system for regular staff evaluation.	ND 1 2 3 4 NR
5.21	The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.	ND 1 2 3 4 NR

Part 5: Human Resources Overview Questions

A. What is the strategic plan for staffing the program?

B. In what ways are staff members' qualifications insured and their performance judged?

C. In what ways does the program train, supervise, and evaluate staff members?

Part 6: FINANCIAL RESOURCES

Multicultural Student Programs and Services (MSPS) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives, and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.

MSPS must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

As programs grow and student diversity increases, institutions should increase financial support.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 6. FINANCIAL RESOURCES *(Criterion Measures)*	**Rating Scale**
6.1 The program has adequate funding to accomplish its mission and goals.	ND 1 2 3 4 NR
6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.	ND 1 2 3 4 NR
6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.	ND 1 2 3 4 NR

Part 6: Financial Resources Overview Questions

A. What is the funding strategy for the program?

B. What evidence exists to confirm fiscal responsibility and cost-effectiveness?

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

Multicultural Student Programs and Services (MSPS) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

Adequate space should be provided for a resource library, private individual consultations, group workshops, and work areas for support staff. Many of the activities offered by MSPS require the same level of privacy as individual and group counseling.

Wherever it is located, MSPS should provide a safe haven for students. In addition, MSPS should provide a place for all students to learn to become more multi-culturally competent.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT *(Criterion Measures)*	**Rating Scale**
7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission.	ND 1 2 3 4 NR
7.2 Program facilities, technology, and equipment are evaluated regularly.	ND 1 2 3 4 NR
7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.	ND 1 2 3 4 NR

Part 7: Facilities, Technology, and Equipment Overview Questions

A. How are facilities, technology, and equipment inventoried and maintained?

B. What evidence exists to confirm facilities, technology, and equipment access, health, safety, and security for all who are served by the program?

Part 8: LEGAL RESPONSIBILITIES

Multicultural Student Programs and Services (MSPS) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. MSPS staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution's policies.

MSPS staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for MSPS staff members as needed to carry out assigned responsibilities.

The institution must inform MSPS staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential.

ND	**1**	**2**	**3**	**4**	**NR**
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 8. LEGAL RESPONSIBILITIES *(Criterion Measures)*	**Rating Scale**
8.1 Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.	ND 1 2 3 4 NR
8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.	ND 1 2 3 4 NR
8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.	ND 1 2 3 4 NR
8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.	ND 1 2 3 4 NR
8.5 Legal advice is available to staff members as needed to carry out assigned	ND 1 2 3 4 NR

responsibilities. 8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.	ND 1 2 3 4 NR

Part 8: Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

B. How are staff members instructed, advised, or assisted with legal concerns?

Part 9: EQUITY and ACCESS

Multicultural Student Programs and Services (MSPS) staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs, and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and members of campus. MSPS must adhere to the spirit and intent of equal opportunity laws.

The program must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

Consistent with their mission and goals, MSPS must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 9. EQUITY AND ACCESS *(Criterion Measures)*	**Rating Scale**
9.1 All programs and services are provided on a fair and equitable basis.	ND 1 2 3 4 NR
9.2 All program facilities and services are accessible to prospective users.	ND 1 2 3 4 NR
9.3 Program operations and delivery are responsive to the needs of all students and other users.	ND 1 2 3 4 NR
9.4 All services adhere to the spirit and intent of equal opportunity laws.	ND 1 2 3 4 NR
9.5 Program policies and practices do not discriminate against any potential users.	ND 1 2 3 4 NR
9.6 The program acts to remedy imbalances in student participation and staffing.	ND 1 2 3 4 NR
9.7 Services are conveniently available and accessible to distance learner	ND 1 2 3 4 NR

students or arrangements have been made for students to have access to related services in their geographical area.	

Part 9: Equity and Access Overview Questions

A. How does the program insure non-discriminatory, fair, and equitable treatment to all constituents?

B. What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of staff members?

Part 10: CAMPUS and EXTERNAL RELATIONS

Multicultural Student Programs and Services (MSPS) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

MSPS must coordinate, or where appropriate, collaborate with staff and faculty members and other staff in providing services and programs to meet the needs of multicultural students.

MSPS must identify and address retention issues of underserved population and advocate for the creation of welcoming surrounding community.

This could include MSPS involvement in community collaborations and coalitions that confront racism, sexism, and homophobia. Community services necessities should be available for all students.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 10. CAMPUS and EXTERNAL RELATIONS *(Criterion Measures)*	**Rating Scale**
10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.	ND 1 2 3 4 NR
10.2 The program coordinates and collaborates with faculty members and staff across the institution.	ND 1 2 3 4 NR
10.3 The program works to increase the retention of the underserved population.	ND 1 2 3 4 NR

Part 10: Campus and External Relations Overview Questions

A. With which relevant individuals, groups, campus offices, and external agencies must the program maintain effectively relations?

B. What evidence confirms effective relationships with program constituents?

Part 11: DIVERSITY

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Multicultural Student Programs and Services (MSPS) must nurture environments where commonalties and differences among people are recognized and honored.

MSPS must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, and that of others. MSPS must educate and promote respect about commonalties and differences in their historical and cultural contexts.

MSPS must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 11. DIVERSITY *(Criterion Measures)*		**Rating Scale**
11.1	The program nurtures environments wherein commonalties and differences among people are recognized and honored.	ND 1 2 3 4 NR
11.2	The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.	ND 1 2 3 4 NR
11.3	The program promotes respect for commonalities and differences in historical and cultural contexts.	ND 1 2 3 4 NR
11.4	The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.	ND 1 2 3 4 NR

Part 11: Diversity Overview Questions

A. In what ways does the program contribute to the nurturing of diversity?

B. How does the program serve the needs of diverse populations?

Part 12: ETHICS

All persons involved in the delivery of Multicultural Student Programs and Services (MSPS) must adhere to the highest principles of ethical behavior. MSPS must develop or adopt and implement appropriate statements of ethical practice. MSPS must publish these statements and ensure their periodic review by relevant constituencies.

MSPS staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

All MSPS staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

MSPS staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

MSPS staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all MSPS staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

MSPS staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

MSPS staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

MSPS staff members must be knowledgeable about and practice ethical behavior in the use of technology.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 12. ETHICS *(Criterion Measures)*		**Rating Scale**
12.1	All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.	ND 1 2 3 4 NR
12.2	The program has a written statement of ethical practice that is reviewed periodically.	ND 1 2 3 4 NR
12.3	Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.	ND 1 2 3 4 NR
12.4	Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy.	ND 1 2 3 4 NR
12.5	Information judged to be of an emergency nature when an individual's safety or that of others in involved is disclose to appropriate authorities.	ND 1 2 3 4 NR
12.6	All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.	ND 1 2 3 4 NR
12.7	Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.	ND 1 2 3 4 NR
12.8	Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.	ND 1 2 3 4 NR
12.9	Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.	ND 1 2 3 4 NR
12.10	All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.	ND 1 2 3 4 NR

12.11 Staff members confront and otherwise hold accountable others who exhibit unethical behavior.	ND 1 2 3 4 NR
12.12 Staff members practice ethical behavior in the use of technology.	ND 1 2 3 4 NR

Part 12: Ethics Overview Questions

A. What ethical principles, standards, statements, or codes guide the program and its staff members?

B. What is the program's strategy for managing student and staff member confidentiality issues?

C. How are ethical dilemmas and conflicts of interest managed?

D. In what ways are staff members informed and supervised regarding ethical conduct?

Part 13: ASSESSMENT and EVALUATION

Multicultural Student Programs and Services (MSPS) must conduct regular assessment and evaluations. MSPS must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

Assessments may involve many methods. Survey instruments, interviews, behavioral observations, or some combination of these methods may be appropriate in a given institution.

General evaluation of the multicultural student programs and services must be conducted on a regularly scheduled basis. MSPS must solicit evaluative data from current multicultural students.

MSPS should solicit evaluative and developmental data from alumni.

Assessments must be conducted in a manner to assure an effective response.

MSPS should consult with the population to be assessed on the nature of the assessment.

MSPS must evaluate periodically how well they complement and enhance the institution's stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

MSPS should assess the degree of congruence between students' educational goals and offerings of the institution and communicate the results of the assessment to appropriate decision makers.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 13. ASSESSMENT AND EVALUATION *(Criterion Measures)*	**Rating Scale**
13.1 The program conducts regular assessment and evaluations and employs both	ND 1 2 3 4 NR

qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.	
13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.	ND 1 2 3 4 NR
13.3 The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.	ND 1 2 3 4 NR
13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.	ND 1 2 3 4 NR
13.5 Current students are involved in the regular assessment processes.	ND 1 2 3 4 NR
13.6 Underserved populations are consulted with before conducting assessment activities.	ND 1 2 3 4 NR

Part 13: Assessment and Evaluation Overview Questions

A. What is the grand assessment strategy for the program?

B. How are tangible, measurable outcomes determined to ensure program mission and goal achievement?

C. How are student learning and development outcomes determined to ensure their level of achievement?

College/ University	Center/ Office	Mission Statement	Location	Programs/ Services	Website	Staffing
Boston College	AHANA- African-American, Hispanic, Asian and Native American Descent	The mission of the Office of AHANA Student Programs is to provide a broad array of services that nurture students' academic, social, cultural and spiritual development.	Sr. Thea Bowman AHANA Center	Academic Advisemt, Mentoring Program, Book Club, Hotline, Transitional Summer Program	bc.edu/offices/ahana	Assistant Director, Adminisrative Assistant, Program Coordinator/ Counselor, Academic Advisor/counselor
Canisius College	ALANA	We provide African American, Latino/a American, Asian American and Native American (ALANA) students with various services that help students to succeed at Canisius and after they graduate.	NA	Multicultural Celebrations, Art Projects	www.canisius.edu/multi_cultural/office.asp	Director, Administrative Associate, Graduate Assistant
Holy Cross	ALANA	N/A	N/A	Workshops, Mentor Program, Newsletter, Student Orgs, Academic Resources and Programs	holycross.edu/organizations/alana/home.html	Dean, Director of Academic Services, Associate Director

Creighton University	Office of Multicultural Affairs	"Student Credo"	N/A	All Nations Pow Wow, Nat. American Retreat, Latina Summer Academy, Big XII Conference, Hawaiian Luau, Stud. Of Color Grad Celebration	www.creighton.edu/multiculturalaffairs	Director of MC Affairs, Coordinator of MC Affairs, Admin. Assistant
Fairfield University	Center for MC Relations	The Center for Multicultural Relations serves students, student organizations and the Fairfield University community through leadership development and training, personal advisement and counseling; cultural activities and events; and organizational support.	Campus Center	Leadership Development, Retreats, Cultural Education & Enrichment, Library, Intercultural Awareness Seminars & Study Circle Groups	www.fairfield.edu/multicultural.xml	Coordinator, Director, Operations Assistant, AHANA Student Advisor, Graduate Student Advisor
Georgetown	Center for Minority Educational Affairs	The Center for Multicultural Equity & Access (CMEA) promotes educational excellence and racial equality at Georgetown University by serving African American, Latino, Asian American and Native American students, who were historically excluded from the university.	Leavy Center	Academic Resource Center, Academic Services, Tutoring Services, Advising, Leadership Institute, Book Co-Op, Summer Housing Scholarships	cmea.georgetown.edu	Director, Assistant Director, Program Coordinator, Business Manager, M.A. Community Director, M.F.A. Associate Dean of Students Director

Gonzaga	Office of Intercultural Relations	Our mission is to promote the Jesuit and Catholic ideals of social justice and service by nurturing the dignity of all people in creating an inclusive and generative multicultural academic community.	N/A	Resource Center, Conducts Cultural & Justice Related Events, Hosts Various Academic Classes, Academic Cultural Excellence Program, GLBT Resource Program	http://www.gonzaga.edu/Academics/Diversity/default.asp	Vice President for Intercultural Relations, GIOP Coordinator, Administrative Assistant
John Carroll University	Office of Multicultural Affairs	The Office of Multicultural Affairs (OMA) promotes a holistic educational experience that provides opportunities to gain an appreciation of cultural differences within the university community. The OMA fosters an atmosphere of appreciation and respect for all cultures and communities.	N/A	Financial Aid, Intern Program, Mentoring Program, STARS Program, Bridge Program, Cultural Awareness Series, Annual Events(ie: MC Affairs Dinner)	www.jcu.edu/multicul	Interim Director, Interim Associate Director, Secretary
Le Moyne College	Office of Multicultural Affairs	N/A	N/A	HEOP(High-ed-op. prog), Liberty Partnership Prog, STEP (Science& Tech Entry Prog., HEPP, Upward Bound	http://www.lemoyne.edu/multicultural/index.htm	One supervisor for each program
Loyola College in Maryland	ALANA Student Services	...It is the intent of ALANA Student Services to support ALANA students and the entire Loyola community by enriching the minds of all in regards to the beauty of diversity...	Andrew White Student Center	Student Orgs, History Months, MLK Jr. Convocation, Crash Movie Screening & Dinner Discussion, etc.	http://www.loyola.edu/campuslife/alana/index.html	Director, Assistant Director, Administrative Assistant, Grad Assistant (2)

Loyola Marymount University	Asian Pacific Stud. Services, Office of Black Stud. Services, Chicano/Latino Stud. Services	APSS aims to raise social consciousness by cultivating individuals to have an open and developing understanding of Asian Pacific Americans and the larger global community.	N/A	Latino Leadership Week, Dia de Reconocimiento, CLSS E-Newsletter, APA Heritage Month, Speaker Series, APA theater night, Open Mic Night Leadership Development, etc.	APSS-http://www.lmu.edu/Page2695.aspx, OBSS-http://www.lmu.edu/Page2697.aspx, CLSS-http://www.lmu.edu/Page2696.aspx	Director, Project Coordinators (7-8)
Loyola University Chicago	Office of Student Diversity	...advances the recognition and appreciation of our diverse community, promotes multicultural education across campus, strives to ensure the retention and success of underrepresented students, and fosters a supportive, inclusive environment for all students, faculty and staff.	N/A	Annual Welcome Picnic, Asian/ Pacific Am. Heritage Month, Black Hist. Month, GLBTQ Prog, Stars Program, etc.	http://www.luc.edu/diversity/	Director, Program Coordinators (2), Grad Assistants (2)
Loyola University New Orleans	No Office Found	N/A	N/A	N/A	N/A	N/A
Marquette University	Multicultural Center	N/A	Office of Student Development Complex	Hispanics Heritage Celebration, Asian & Pacific Islander Heritage Celebration, American Indian Heritage Celebration, Pan American " ", Islam Awareness " ", Arab " ", Women in Diversity Celebration, Monthly Newsletter	http://marquette.edu/osd/intercultural/index.html	N/A
Regis University	Office of the Associate to the Provost for Diversity	Within the Regis Univ. Statement, highlights diversity	N/A	Hispanic Heritage Month, Women in History Month, St. Patty's Day, Diversity Day, Cinco de Mayo, MLK Week, Black Hist. Month	http://www.regis.edu/regis.asp?sctn=abt&p1=div&p2=ofc	Comm. Div. Advisory Board, Diverse Facilitators

Rockhurst	International Student Services	Diversity Statement	N/A	BSU & International Student Club, Info. @ Pre- Arrival, Healthcare, visas, etc.	rockhurst.edu/studentlife/cultural/index.asp	Registrar, Dean of Students
St. Joseph's University	Office of MC Life	Serving as a bridge of support for students of color, the Office of Multicultural Life root students to the campus community. Through workshops, diversity training, community service, and diversity lectures the office works to bring diversity to the forefront of our university.	N/A	Diversity Lecture Series, 7 Student Groups, Kwanxa Celebration	http://www.sju.edu/STUDENT_LIFE/multicultural_life/	Director, Administrative Assistant
St. Louis University	Office of Multicultural Affairs	The Office of Multicultural Affairs (OMA), is a student-centered, student friendly office which has a commitment to support the matriculation, retention and timely graduation of students.	N/A	Smart Track, Summer Bridge, Summer Research Apprenticeship, Academic Success Workshops, HS Summer Enrichment, Brain Link MASh	http://medschool.slu.edu/oma/index.php?page=main	Associative Dean/ Director MIND Program, Administrative Secretary
Santa Clara University	Office for Multicultural Learning	The Mission of the Office for Multicultural Learning is to coordinate, collaborate and promote cross-campus programing and related initiatives for purposes of enhancing Santa Clara University's goals for diversity and inclusive excellence and providing a welcoming campus climate in conjunction with the Provost's Council on Diversity, Multicultural Learning and Inclusive Excellence.	N/A	Annual Welcome Back Dinner, Asian Pac. Month, Associates Network, Black Hist. Month, Council Committee, Cross Cultural Diologues, Diversity Speaker Series, LEAD Program, Residential Education, Scholars Program, Senior Ceremonies, Women of Color Network	http://www.scu.edu/cml/	Executive Director, Associate Dean, Assistant Director, LEAD Program Coord., Liasian, Proj. Manager, Student Workers (20)

Seattle University	Office of MC Affairs	encourages students to be agents of change by empowering moral and ethical leaders to be active, engaged citizens who serve their communities. We are dedicated to the promotion of a campus community that appreciates, encourages, and celebrates diversity. We do this by advocating for students, creating spaces for cultural celebration, promoting leadership development, and providing opportunities for education and reflection about multicultural issues.	Student Center	General Advising and Referral, Language Resources, OMA Newsletter, OMA Open House, OMA Connections Orientation, Alumni of Color Interactions, Heritage Month Celebrations, MLK Celebrations, Diversity Month, Graduating Students of Color Reception	http://www.seattleu.edu/student/oma/	7 Workers (No Titles)
Spring Hill College-Mobile, Alabama	No Office Found	N/A	N/A	N/A	N/A	N/A
University of Scranton	Office of MC Affairs	Multicultural Affairs is dedicated to the enhancement of multicultural awareness and racial sensitivity. Through educational, cultural, and social activities and the provision of a center for informal exchange, this office strives to foster growth, development, awareness, and sensitivity among students, faculty and staff. Through programs and interventions, this office will demonstrate cultural differences while promoting their understanding and appreciation as it focuses on the heritage, culture and achievements of different cultures.	DeNaples Center	Cultural Programming, Resource Library, MC Programs and Workshops, MLK Scholarship Dinner, Rosa Parks Tribute Concert, Open Mic Night, Peer Mentoring Program	http://academic.scranton.edu/organization/multicul/	Director of MC Affairs, Office Secretary

Wheeling Jesuit University	Office of MC Affairs	The Office of Multicultural Student Affairs (OMA) is dedicated to providing academic, cultural and social support to the multicultural students in the community of Wheeling Jesuit University. OMA strives to develop a sense of community among all students by promoting recognition, respect, and acceptance of multicultural students. It is important for one to affirm his or her own identity as well as to participate fully in university life. OMA's programs and services seek to enhance the students' enjoyment and success while at Wheeling Jesuit	N/A	MC Center, Mentor Program, MC Leadership Council, Online Newsletter, Counseling & Advising, Programs & Events	http://www.wju.edu/studentlife/oma/	N/A
Xavier University	Office of MC Affairs	The Office of Multicultural Affairs (OMA) seeks to educate the entire campus around issues that affect students of color at Xavier. Cultural programming, diversity workshops and partnerships with colleagues on campus are the primary vehicles for raising awareness and understanding. Because we exist in an academic environment, OMA has at its heart, scholastic and intellectual	N/A	Smooth Transitions, Mentor Program, Hispanic Heritage Month, Black Hist. Month, W.O.C. Luncheon, Scholarship Banquet, Grad Reception, Ernest & Just Society	http://www.xavier.edu/oma/	Director, Associate Director, Student Specialist

CAS

Self-Assessment Guide

Multicultural Student Programs and Services

August 2006

Part 1. MISSION

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 1. MISSION *(Criterion Measures)*	**Rating Scale**
1.1 A program mission and goals statement is in place and is reviewed periodically.	ND 1 2 3 [4] NR
1.2 Student learning, development, and educational experiences are incorporated in the mission statement.	ND 1 2 3 [4] NR
1.3 The mission is consistent with that of the host institution and the CAS standards.	ND 1 2 3 [4] NR
1.4 The program functions as an integral part of the host institution's overall mission.	ND 1 2 3 [4] NR
1.5 The program promotes academic and personal growth of underserved students.	ND 1 2 [3] 4 NR
1.6 The program creates shared goals and a sense of community in the institution.	ND 1 2 3 [4] NR
1.7 Each office in the institution is held responsible for meeting the needs of underserved students.	ND 1 [2] 3 4 NR
1.8 The program promotes justice, access, and equity.	ND 1 2 3 [4] NR

Part 1: Mission Overview Questions

A. What is the program mission?

Multicultural Student Services engages the multiple identities of all students, empowers leaders to be change agents for social justice, and builds alliances with faculty, staff, and students to create a community that honors and values diversity.

B. How does the mission embrace student learning and development?

MCSS believes that learning takes place in many forms in many locations. To support student learning, MCSS provides programs and events for students to explore issues of identity, privilege, power, oppression, and ally development. In addition, MCSS strives to facilitate opportunities for students to develop their leadership skills.

C. In what ways does the program mission complement the mission of the institution?

All MCSS programs and services are in alignment with the university's mission. Students are encouraged to think of who and how they want to be in the world and take active steps toward achieving that. Social justice is at the heart of every program.

Part 2: PROGRAM

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 2. PROGRAM *(Criterion Measures)*	**Rating Scale**
2.1 The program promotes student learning and development that is purposeful and holistic.	ND 1 2 3 [4] NR
2.2 The program has identified student learning and development outcomes that are relevant to its purpose	ND 1 2 3 [4] NR
2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.	ND 1 2 3 [4] NR
2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked	ND 1 [2] 3 4 NR
2.4.1 ☐ Intellectual Growth Through programs such as Storytelling to Engage Multiculturalism, Social Justice Educators Program, and the Esther Madriz Diversity Scholars, students gain valuable skills and content knowledge regarding cultural competence and more specifically identity development. MCSS staff members, in collaboration with partners within and external to the division, develop learning experiences for students to raise their consciousness around issues of diversity and multiculturalism.	ND 1 2 [3] 4 NR
2.4.2 ☐ Effective Communication Students are given the opportunity to practice effective communication on various levels, including written communication (e.g., PR materials), verbal (e.g., Storytelling), and public speaking (e.g., speeches)	ND 1 2 [3] 4 NR
2.4.3 ☐ Enhanced Self-Esteem Students are provided with positive feedback and encouragement throughout their participation in MCSS. All retreats and planning committees provide students with self-reflection activities focused on growth and personal development and include the regular practice of affirmations and feedback.	ND 1 2 3 [4] NR
2.4.4 ☐ Realistic Self-Appraisal Staff and students are encouraged to verbalize and actualize personal and professional goals. The office believes that one's personal best should be the standard for growth and achievement of goals.	ND 1 2 3 [4] NR
2.4.5 ☐ Clarified Values While there are differences in perspectives and experiences, all staff and students consider ways to integrate their personal values with those of the program and institution.	ND 1 2 3 [4] NR

2.4.6 ☐ Career Choices All staff are encouraged to consider ways to integrate their personal passions with the notions of vocation and career planning.	ND 1 2 3 [4] NR
2.4.7 ☐ Leadership Development Leadership development is built into all staff and student responsibilities. Student assistants also take an active role in their development by taking on specific projects.	ND 1 2 3 [4] NR
2.4.8 ☐ Healthy Behavior Health encompasses a variety of factors including safe behavior, respectful relationships, and ethical decision-making. MCSS staff try to model healthy lifestyles and behaviors both on and off-campus.	ND 1 2 [3] 4 NR
2.4.9 ☐ Meaningful Interpersonal Relationships Relationships are at the heart of MCSS programs. Students and staff are encouraged to develop meaningful relationships with their peers, faculty, and staff.	ND 1 2 3 [4] NR
2.4.10 ☐ Independence Students are encouraged to practice autonomy and agency in their programs and events.	ND 1 2 [3] 4 NR
2.4.11 ☐ Collaboration All MCSS programs and events are planned and implemented in collaboration with departments, student groups, and individuals.	ND 1 2 3 [4] NR
2.4.12 ☐ Social Responsibility The university's mission guides and informs the work of MCSS. A sense of social responsibility and being "men and women for [and with] others" is infused throughout all programs.	ND 1 2 3 [4] NR
2.4.13 ☐ Satisfying and Productive Lifestyle Students and staff are provided opportunities to consider career development as vocation.	ND 1 2 [3] 4 NR
2.4.14 ☐ Appreciate Diversity Diversity in all its various forms are respected, honored, and valued.	ND 1 2 3 [4] NR
2.4.15 ☐ Spiritual Awareness	ND 1 [2] 3 4 NR

Spiritual awareness is promoted through reflection activities and retreats. However, faith development has not been a part of MCSS programs.	
2.4.16 ☐ Personal and Educational Goals MCSS staff and students regularly articulate their personal and education goals through both formal and informal means.	ND 1 2 3 [4] NR
2.5 Program offerings are intentional, coherent and based on theories of learning and human development	ND 1 2 3 [4] NR
2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities	ND 1 2 3 [4] NR
2.7 Program offerings focus on:	
2.7a the awareness of cultural differences, cultural commonalities, privilege, and identity	ND 1 2 3 [4] NR
2.7b self-assessment of cultural awareness	ND 1 2 3 [4] NR
2.7c changing attitudes and behavior	ND 1 2 [3] 4 NR
2.8 Program offerings promote academic success by:	
2.8a introducing community networking and negotiation of processes	ND 1 2 [3] 4 NR
2.8b assists students in formulating educational goals	ND 1 2 [3] 4 NR
2.8c supporting academic skills development	ND 1 2 [3] 4 NR
2.8d informing students of the broad range of opportunities in the institution	ND 1 2 3 [4] NR
2.8e providing networking with faculty members and staff	ND 1 2 3 [4] NR
2.8f connecting students with campus groups	ND 1 2 [3] 4 NR
2.9 Program offerings promote personal student growth by:	
2.9a enhancing the understanding of one's own culture	ND 1 2 3 [4] NR
2.9b enhancing understanding of other cultures	ND 1 2 3 [4] NR
2.9c providing students with the opportunity to establish interpersonal relationships	ND 1 2 3 [4] NR
2.9d providing for broad based communication	ND 1 2 [3] 4 NR
2.10 Program promotes leadership development of students.	ND 1 2 3 [4] NR
2.11 Program works to create a just campus climate by addressing impediments to the growth and participation of students.	ND 1 2 3 [4] NR
2.12 Staff members work to help make the institution free of practices and policies that have prejudicial effects.	ND 1 2 3 [4] NR
2.13 The program increases multicultural awareness and knowledge by:	
2.13a enhancing the understanding of a variety of cultures	ND 1 2 3 [4] NR
2.13b promoting the understanding of privilege and power	ND 1 2 3 [4] NR
2.13c teaching how to combat discrimination	ND 1 2 3 [4] NR

2.13d promoting identity development	ND 1 2 3 [4] NR
2.14 The program serves as a resource for multicultural education.	ND 1 2 [3] 4 NR
2.15 The program assists students across their range of development and experiences.	ND 1 2 3 [4] NR

Part 2: Program Overview Questions

A. What are the primary elements of the program?

MCSS is focused on three key areas: cultural competence, multicultural leadership, and ally-development.

B. What evidence exists that confirms the program contributes to student learning and development?

Both quantitative and qualitative means are used to measure learning and development. They include event evaluations, pre and post-tests, reflection papers and presentations.

C. What evidence is available to confirm program goals' achievement?

See answer above.

Part 3: LEADERSHIP

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 3. LEADERSHIP *(Criterion Measures)*	**Rating Scales**
3.1 The host institution has selected, positioned, and empowered a program leader.	ND 1 2 [3] 4 NR
3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.	ND 1 2 3 [4] NR
3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.	ND 1 2 3 [4] NR
3.4 Clearly defined leader accountability expectations are in place.	ND 1 2 3 [4] NR
3.5 Leader performance is fairly assessed on a regular basis.	ND 1 2 3 [4] NR
3.6 The leader exercises authority over program resources and uses them effectively.	ND 1 2 [3] 4 NR
3.7 The program leader:	
3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served	ND 1 2 3 [4] NR
3.7b prescribes and practices appropriate ethical behavior	ND 1 2 3 [4] NR
3.7c recruits, selects, supervises, instructs, and coordinates staff members	ND 1 2 3 [4] NR
3.7d manages fiscal, physical, and human resources effectively	ND 1 2 [3] 4 NR
3.7e applies effective practices to educational and administrative processes	ND 1 2 3 [4] NR
3.8 Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.	ND 1 2 3 [4] NR
3.9 The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.	ND 1 2 [3] 4 NR

3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.	ND 1 2 3 [4] NR
3.11 The leader strives to improve the program in response to evolving student needs and institutional priorities.	ND 1 2 3 [4] NR
3.12 Leaders base their work on theory-based and data driven models.	ND 1 2 3 [4] NR

Part 3: Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?

Both full-time staff members have earned master's degrees. In addition, both have participated in several institutes (e.g., Multicultural Awareness Institute, Coaching for Educational Equity Institute, Social Justice Training Institute) and professional development opportunities on a regular basis.

B. In what ways are program leaders positioned and empowered to accomplish the program mission?

There is some level of autonomy in the development and implementation of current and new programs. This freedom facilitates creative problem-solving and collaborative leadership. Within the division, there is great potential for sustained change. However, the multicultural center is not as well-positioned or empowered campuswide. Relationships with Admissions, Financial Aid, Academic Support Services, Alumni Relations, and Vice Provost can be improved to provide a comprehensive program that meets the needs of students.

C. How are program leaders accountable for their performance?

Full-time staff performance is evaluated semi-annually through formal performance reviews and informal dialogues with direct supervisors. Performance is evaluated based on essential job responsibilities as outlined in job descriptions, as well as agreed upon annual goals.

D. What leadership practices best describe program leaders?

Three strengths of both staff members are: commitment to social justice, collaborative leadership approaches, and student-centered work ethic.

Part 4: ORGANIZATION and MANAGEMENT

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 4. ORGANIZATION AND ADMINISTRATION *(Criterion Measures)*	**Rating Scale**
4.1 The program is structured purposefully and managed effectively.	ND 1 2 3 [4] NR
4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.	ND 1 2 3 [4] NR
4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.	ND 1 2 [3] 4 NR
4.4 Channels are in place for regular review of administrative policies and procedures.	ND 1 2 [3] 4 NR

Part 4: Organization and Management Overview Questions

A. What are the institutional organizational structures that define, enable, or restrain the program?

Within the division, MCSS is positioned under the Student Development Team. This recognizes the cultural competence, leadership development, and ally-development concentrations of the multicultural center. However, because there is no centralized diversity council or structure for a comprehensive diversity program/strategic plan, the multicultural center is limited in its influence outside the division. The center would benefit from conversations with colleagues across campus that are focused on serving

the needs of students of color and their allies.

B. What protocols or processes are in place to insure effective management of the program?

Regularly scheduled meetings are in place to insure effective management. In addition, the performance appraisal process and annual report contribute to the measurement of success.

Part 5: HUMAN RESOURCES

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 5. HUMAN RESOURCES *(Criterion Measures)*		**Rating Scale**
5.1	The program is staffed adequately with personnel qualified to accomplish its mission.	ND 1 [2] 3 4 NR
5.2	Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.	ND 1 2 3 [4] NR
5.3	The program strives to improve the professional competence and skills of all staff members.	ND 1 2 3 [4] NR
5.4	Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.	ND 1 2 3 [4] NR
5.5	Professional staff members possess the necessary multicultural knowledge and skills to carry out the responsibilities.	ND 1 2 3 [4] NR
5.6	Professional staff members have knowledge about identity development.	ND 1 2 3 [4] NR
5.7	Professional staff members know how various cultures experience the campus community.	ND 1 2 [3] 4 NR
5.8	Professional staff members are skilled in assessing the cultural impact on student performance.	ND 1 2 [3] 4 NR
5.9	Professional staff members have trusting relationships with students and demonstrate respect for cultural values.	ND 1 2 3 [4] NR
5.10	Professional staff members carry a personal commitment to justice and social change.	ND 1 2 3 [4] NR
5.11	Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.	ND 1 2 3 [4] NR
5.12	Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.	ND 1 2 3 [4] NR
5.13	Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.	ND 1 2 [3] 4 NR
5.14	Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.	ND 1 [2] 3 4 NR
5.15	Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.	ND 1 [2] 3 4 NR

5.16 Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.	ND 1 2 [3] 4 NR
5.17 Hiring and promotion practices are fair, inclusive, and non-discriminatory.	ND 1 2 3 [4] NR
5.18 A diverse program staff is in place that provides readily identifiable role models for students.	ND 1 2 [3] 4 NR
5.19 Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.	ND 1 2 3 [4] NR
5.20 The program has a system for regular staff evaluation.	ND 1 2 3 [4] NR
5.21 The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.	ND 1 2 [3] 4 NR

Part 5: Human Resources Overview Questions

A. What is the strategic plan for staffing the program?

There are only two full-time staff members: Assistant Dean and Coordinator. The center is student staff heavy, employing a minimum of six student assistants and several student planning committees a year. There have been initial discussions regarding the strategic plan for staffing which includes the addition of a Director, Assistant Director, summer graduate assistant, and student interns. A planning initiative for the Council on Equity & Inclusion includes the expenses of a summer GA and next year the student staff will re-shift job responsibilities to increase internship opportunities for student leaders. The addition of a Director and/or Assistant Director would help the center run more efficiently and increase the programs and services for students. This would possibly include the management of the Creating Community Retreat, Allies training program, Creating Community Grant, alumni relations, and end-of-the-year celebrations.

B. In what ways are staff members' qualifications insured and their performance judged?

All staff members are hired after meeting required educational, professional, and job-appropriate qualifications as outlined on all job descriptions. Staff performance is judged on a regular basis via semi-annual performance reviews. In addition, full-time staff members review student job performance during bi-monthly meetings. Staff members are provided feedback based on accomplishment of agreed upon goals and essential job responsibilities. All staff members also provide a self-assessment of their job performance.

C. In what ways does the program train, supervise, and evaluate staff members?

All staff members participate in basic office manager training during their first day of work as part of their orientation process. They also receive an office manager guide that outlines MCSS information and procedures. Student staff members have also participated in professional development workshops sponsored by the Center for Information Technology (e.g., Collage, Dreamweaver) and other departments (e.g., resume writing, MBTI) during staff meetings. Professional staff members attend Arete workshops sponsored by HR and regional/national conferences (i.e., CaCCCHE retreats, NCORE) on an annual basis. Three student assistants are supervised by the Coordinator and the remaining staff, including the Coordinator, is supervised by the Assistant Dean. Supervision of all staff is a combination of management, mentorship, and coaching. Evaluations are based on self-assessments and performance reviews.

Part 6: FINANCIAL RESOURCES

As programs grow and student diversity increases, institutions should increase financial support.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 6. FINANCIAL RESOURCES *(Criterion Measures)*	**Rating Scale**

6.1 The program has adequate funding to accomplish its mission and goals.	ND 1 [2] 3 4 NR
6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.	ND 1 [2] 3 4 NR
6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.	ND 1 2 [3] 4 NR

Part 6: Financial Resources Overview Questions

A. What is the funding strategy for the program?

In the Division of University Life, a static operational budget is provided annually for each office with possible increase based on salary adjustments. However, department chairs may submit planning initiatives for programs, projects, and staffing requests that are estimated to cost $25,000 or over to the Vice President for University Life. Planning initiatives are due the fall prior to the academic year. After careful review of all submissions, the Vice President, Dean of Students, Associate Dean of Students, and Executive Director prioritize the initiatives and decide which will be pushed forward to the senior University Leadership, which will be funded internally, and which will be kept on the list for future consideration.

The Multicultural Student Services operational budget (excluding full-time and student salaries) is $29, 914.00. This pays for programming, professional development, professional association dues, office supplies, and daily operations. In addition, MCSS oversees the Creating Community Grant, which has a budget of $10,000.00. This grant is intended to pay for students and faculty who are seeking funding for events that support multiculturalism and cultural competence. The grant does not pay for the entire event and co-sponsorship is required. Individuals and groups may apply for up to $500 to help pay for the event.

B. What evidence exists to confirm fiscal responsibility and cost-effectiveness?

Budget and expense reports reflect fiscal responsibility. In addition, three graduation ceremonies: API Graduation, Latino Recognition Ceremony, and Vizuri Kabisa are currently planned by student leaders and funded by the Creating Community Grant. Unfortunately, MCSS does not have enough money to pay for these three out of the departmental budget so the ceremonies are paid for by the grant. This is due in large part because a bulk of the MCSS budget is allocated for the two-day Creating Community Retreat. A strategic initiative was submitted that includes the expenses of this retreat, thereby releasing these funds for their intended use and providing additional funding for existing MCSS programs.

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT *(Criterion Measures)*	**Rating Scale**
7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission.	ND 1 [2] 3 4 NR
7.2 Program facilities, technology, and equipment are evaluated regularly.	ND 1 [2] 3 4 NR
7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.	ND 1 [2] 3 4 NR

Part 7: Facilities, Technology, and Equipment Overview Questions

A. How are facilities, technology, and equipment inventoried and maintained?

Computer equipment, technology, and office equipment are monitored on an annual basis. The Multicultural Center recently relocated to bring all offices and the lounge in one location.

B. What evidence exists to confirm facilities, technology, and equipment access, health, safety, and security for all who are served by the program?

Little has been done to confirm the access, health, safety, and security. The only time this is done is with the arrival of new office furniture and equipment. This is an area where MCSS can improve a great deal.

Part 8: LEGAL RESPONSIBILITIES

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 8. LEGAL RESPONSIBILITIES *(Criterion Measures)*	**Rating Scale**
8.1 Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.	ND 1 [2] 3 4 NR
8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.	ND 1 [2] 3 4 NR
8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.	ND 1 [2] 3 4 NR
8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.	ND 1 [2] 3 4 NR
8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.	ND 1 [2] 3 4 NR
8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.	ND [1] 2 3 4 NR

Part 8: Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

Legal issues include confidentiality of student information (e.g., student ID numbers) and non-discrimination policies and procedures.

B. How are staff members instructed, advised, or assisted with legal concerns?

Professional staff members participate in Arete training that addresses these issues. Student assistants, however, do not. Again, this is another area for serious improvement.

Part 9: EQUITY and ACCESS

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 9. EQUITY AND ACCESS *(Criterion Measures)*	**Rating Scale**
9.1 All programs and services are provided on a fair and equitable basis.	ND 1 2 3 [4] NR
9.2 All program facilities and services are accessible to prospective users.	ND 1 2 3 [4] NR
9.3 Program operations and delivery are responsive to the needs of all students and other users.	ND 1 2 [3] 4 NR
9.4 All services adhere to the spirit and intent of equal opportunity laws.	ND 1 2 3 [4] NR
9.5 Program policies and practices do not discriminate against any potential users.	ND 1 2 3 [4] NR
9.6 The program acts to remedy imbalances in student participation and staffing.	ND 1 2 [3] 4 NR

9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.	ND 1 2 3 4 NR

Part 9: Equity and Access Overview Questions

A. How does the program insure non-discriminatory, fair, and equitable treatment to all constituents?

MCSS staff members attempt to create safe and inviting spaces for all community members. In addition, Allies magnets are displayed in the office as visible signs of safe zones. Comments and concerns are always welcomed but we have not done as great of a job in communicating that to students.

B. What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of staff members?

There are several practices in place. In the recruitment and hiring processes, there are concerted efforts to hire staff members who reflect the diverse backgrounds of students. This includes ethnic, sexual orientation, faith tradition, SES, and national origin dimensions. The center struggles in recruiting male students. There is one male professional staff member and one male student assistant in a staff of ten, excluding student planning committees (although those numbers are low, as well). In addition, staff members serve as liaisons between culturally-focused clubs and/or programs to promote communication and collaboration. Professional staff members have outreached to student groups that have not had strong connections with MCSS (e.g., Indian Student Organization) while maintaining strong relationships with those who are already connected (e.g., Black Student Union).

Part 10: CAMPUS and EXTERNAL RELATIONS

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 10. CAMPUS and EXTERNAL RELATIONS *(Criterion Measures)*	**Rating Scale**
10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.	ND 1 [2] 3 4 NR
10.2 The program coordinates and collaborates with faculty members and staff across the institution.	ND 1 2 3 [4] NR
10.3 The program works to increase the retention of the underserved population.	ND 1 2 3 [4] NR

Part 10: Campus and External Relations Overview Questions

A. With which relevant individuals, groups, campus offices, and external agencies must the program maintain effectively relations?

Relevant relationships outside the division include: Vice Provost, Multicultural Recruitment & Retention, Learning & Writing Center, Financial Aid, Alumni Relations, Office of Living-Learning Communities, Sociology, Office of Service-Learning and Community Actions, and Retention Committee. Within the division, relationships include culturally-focused clubs and all departments. These relationships are based on information provided by Daryl Smith and Associates (1997), who outline four dimensions of campus diversity:

1) representation – recruitment, retention, and graduation of historically underrepresented and underserved populations,
2) climate and intergroup relations – impact of living and learning environments on student and university success,
3) education and scholarship – diverse perspectives in the curriculum, pedagogy, and scholarship, and
4) institutional transformation – embedded university commitments (e.g., mission statement, policies) and leadership practices that support diversity.

Based on their argument, exceptional programs and goals that support diversity go beyond tracking demographic shifts and supporting only students of color. In other words, intercultural engagement,

curriculum development and organizational culture are equally important.

B. What evidence confirms effective relationships with program constituents?

Most of these relationships are reflected in co-sponsored events and programs.

Part 11: DIVERSITY

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 11. DIVERSITY *(Criterion Measures)*		**Rating Scale**
11.1	The program nurtures environments wherein commonalties and differences among people are recognized and honored.	ND 1 2 3 **4** NR
11.2	The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.	ND 1 2 3 **4** NR
11.3	The program promotes respect for commonalities and differences in historical and cultural contexts.	ND 1 2 3 **4** NR
11.4	The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.	ND 1 2 3 **4** NR

Part 11: Diversity Overview Questions

A. In what ways does the program contribute to the nurturing of diversity?

From the mission statement to the programming to the staffing, diversity and inclusion are considered essential elements of excellence.

B. How does the program serve the needs of diverse populations?

This is reflected in the programs, training, and the interpersonal relationships with students and colleagues alike.

Part 12: ETHICS

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 12. ETHICS *(Criterion Measures)*		**Rating Scale**
12.1	All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.	**ND** 1 2 3 4 NR
12.2	The program has a written statement of ethical practice that is reviewed periodically.	**ND** 1 2 3 4 NR
12.3	Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.	ND 1 2 **3** 4 NR
12.4	Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy.	ND 1 2 3 **4** NR
12.5	Information judged to be of an emergency nature when an individual's safety or that of others in involved is disclose to appropriate authorities.	ND 1 2 3 4 **NR**
12.6	All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.	ND 1 2 3 4 **NR**

12.7 Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.	ND 1 2 [3] 4 NR
12.8 Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.	ND 1 2 3 [4] NR
12.9 Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.	ND 1 2 3 [4] NR
12.10 All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.	ND 1 2 3 [4] NR
12.11 Staff members confront and otherwise hold accountable others who exhibit unethical behavior.	ND 1 2 [3] 4 NR
12.12 Staff members practice ethical behavior in the use of technology.	ND 1 2 [3] 4 NR

Part 12: Ethics Overview Questions

A. What ethical principles, standards, statements, or codes guide the program and its staff members?

The university's vision, mission, and core values are manifested in MCSS programs. The center is also guided by the UL Commitments. Standards include CAS and multicultural competencies as outlined by Pope, Reynolds, and Mueller. All staff members follow codes of conduct as outlined in the student and employee handbooks.

B. What is the program's strategy for managing student and staff member confidentiality issues?

Confidentiality as a community agreement is included in all retreats and one-on-one meetings. In addition, closed meetings are announced as such prior to the meeting. Confidentiality is only broken when the individual is hurting self, others, or is being hurt.

C. How are ethical dilemmas and conflicts of interest managed?

Conflicts are not viewed as negative events but as ways to develop creative solutions and approaches. Professional staff model addressing conflict directly and respectfully with individuals or parties involved when it arises. At times outside mediators/facilitators are involved when the two parties are students. Student assistants and volunteers are also encouraged to ask the Assistant Dean and/or Coordinator when they unsure of how to handle unethical dilemmas within MCSS.

D. In what ways are staff members informed and supervised regarding ethical conduct?

Ethical conduct and professional behavior are introduced and discussed during the staff orientation process, during staff retreats, and during staff meetings. They are also discussed during informal conversations with students and colleagues. When supervisors witness or hear of unethical or unprofessional conduct, it is immediately brought to the attention of the staff member. Both the staff member and the supervisor then discuss whether the behavior was unethical ways and next steps to avoid or interrupt the behavior. In addition, students and staff receive positive feedback and affirmation when they demonstrate ethical and professional behavior as well.

Part 13: ASSESSMENT and EVALUATION

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 13. ASSESSMENT AND EVALUATION *(Criterion Measures)*	**Rating Scale**
13.1 The program conducts regular assessment and evaluations and employs both	ND 1 2 [3] 4 NR

qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.	
13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.	ND 1 2 [3] 4 NR
13.3 The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.	ND 1 2 3 [4] NR
13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.	ND 1 2 3 [4] NR
13.5 Current students are involved in the regular assessment processes.	ND 1 2 [3] 4 NR
13.6 Underserved populations are consulted with before conducting assessment activities.	ND [1] 2 3 4 NR

Part 13: Assessment and Evaluation Overview Questions

A. What is the grand assessment strategy for the program?

Assessment is conducted by measuring student learning outcomes and program outcomes. These are included in divisional and departmental strategic plans, as well.

B. How are tangible, measurable outcomes determined to ensure program mission and goal achievement?

MCSS submits 3-5 goals a year that are realistic, appropriate, and based on evaluations/feedback. Individual goals may or may not reflect the department goals and are based primarily on growth and development of the staff member.

C. How are student learning and development outcomes determined to ensure their level of achievement?

SLOs are shaped by the program goals (e.g., SJEP objectives) and feedback from students regarding their own personal/leadership/cultural competence development. Previous student participants and leaders are also critical in the development of the goals as they provide valuable feedback and suggestions in the development and implementation of programs.

Multicultural Student Services Budget

In the Division of University Life, a static operational budget is provided annually for each office with possible increase based on salary adjustments. However, department chairs may submit planning initiatives for programs, projects, and staffing requests that are estimated to cost $25,000 or over to the Vice President for University Life. Planning initiatives are due the fall prior to the academic year. After careful review of all submissions, the Vice President, Dean of Students, Associate Dean of Students, and Executive Director prioritize the initiatives and decide which will be pushed forward to the senior University Leadership, which will be funded internally, and which will be kept on the list for future consideration.

The Multicultural Student Services operational budget (excluding full-time and student salaries) is $29, 914.00. This pays for programming, professional development, professional association dues, office supplies, and daily operations. In addition, MCSS oversees the Creating Community Grant, which has a budget of $10,000.00. This grant is intended to pay for students and faculty who are seeking funding for events that support multiculturalism and cultural competence. The grant does not pay for the entire event and co-sponsorship is required. Individuals and groups may apply for up to $500 to help pay for the event.

The following programs are funded by MCSS:

- Creating Community Retreat – This retreat is co-sponsored by the Office of Residence Life and Student Leadership & Engagement. Approximately 150 resident advisors, orientation team members, and student government officers participate. All costs for this program, including facilitators, meals, and office supplies are paid for by MCSS. A planning initiative was put forward this year to request divisional funding rather than departmental funding to pay for this two-day retreat. Internal divisional funding will be granted next academic year. However, there are no guaranteed divisional funds for subsequent years. Department chairs will brainstorm possible solutions for future retreats.
- Semester Programs – Two semester-long programs are also funded by the operational budget: Storytelling to Engage Multiculturalism (StEM) and Social Justice Educators Program (SJEP). In addition to copies and intern stipends, the bulk of the expenses are the weekly dinners.
- Annual events – The Welcome Back Reception and Graduate Luncheon for Students of Color are also paid for by MCSS. In an effort to consolidate funding, resources, and efforts, MCSS staff members have co-sponsored these events. Welcome Back Reception is planned in partnership with Multicultural Recruitment & Retention, Foreword Summer Bridge Program, and at times the Vice Provost. The Graduate Luncheon is developed in collaboration with Career Services Center, with occasional funding from the Vice Provost.
- New Program – In an effort to promote intercampus collaboration, a hip hop program was planned by MCSS and Mills College in the spring. This year's event was hosted at Mills and the bulk of the costs were incurred by them. Next year's event will be at USF and we will pay for the majority of the costs.
- Professional Development – University Life does not have a pool for professional development funds within the division. Therefore, all Assistant Deans and Directors are

encouraged to use their departmental monies to fund one national conference and one regional conference every year. Second-in-commands (i.e., Assistant Directors, Coordinators) are encouraged to attend one regional conference. In MCSS, both the Assistant Dean and Coordinator receive funding to attend one national conference and one regional conference. However, due to the lack of funding, staff members have also paid for conference and professional association expenses (e.g., lodging, registration fees, airfare) out-of-pocket – despite the fact that they may be presenting workshops or are officers of associations. The division is currently conducting an internal review of all professional development expenses to avoid this practice and encourage professional development of all directors and second-in-commands in one national and one regional conference a year.

- Professional Associations – Staff members currently pay dues to the California Council of Cultural Centers in Higher Education (CaCCCHE), the National Association of Student Personnel Administrators (NASPA), and the National Clearinghouse for Leadership Programs.

There are three additional programs that are coordinated by MCSS. However, their operational costs are not funded by the departmental budget:

- End-of-the-Year Celebrations (EYCs) – Three graduation ceremonies: API Graduation, Latino Recognition Ceremony, and Vizuri Kabisa are currently planned by student leaders and funded by the Creating Community Grant. Unfortunately, MCSS does not have enough money to pay for these three out of the departmental budget so the ceremonies are paid for by the grant. This is due in large part because a bulk of the MCSS budget is allocated for the two-day Creating Community Retreat. Because the retreat will be funded by the division next year, this will allow us to pay for the EYCs out of the MCSS budget, thereby releasing these funds for their intended use.
- Esther Madriz Diversity Scholar (EMDS) – This living-learning program is in collaboration with the Sociology department. All operational costs are paid for be designated budgets from both University Life and the College of Arts & Sciences. Therefore, this has no financial impact on the MCSS budget.
- Council on Equity & Inculsion (CEI) – The Assistant Dean currently chairs the division's Council on Equity & Inclusion. With the exception of this year's Creating Community Retreat, all of this year's and next year's expenses are paid for by the division.

There are two main priorities for the MCSS budget: staffing and the development of a Multicultural Center.

- Staffing – There are currently only two full-time staff members in the department: the Assistant Dean and Coordinator. MCSS used to be combined with International Student Services (ISS) until 2003. When the split occurred, ISS retained the Assistant Director, Administrative Assistant, and Graduate Assistant positions to help with immigration administration. MCSS received the majority of the programming budget and one GA. In 2005, the division decided to internally fund three Coordinator positions for MCSS, Health Promotion Services, and Judicial Affairs by collapsing the funding for five GAs in the division, including the ones in ISS and MCSS. At present, the majority of MCSS staffing consists of student assistants. Given the growth of the departmen's programs, the division's strategic priorities, and the anticipated recruitment numbers, it is

imperative to increase the staff to include at least one other full-time staff member – preferably a Director and/or Assistant Director. Discussions are underway to fund an Administrative Assistant position that would be shared by MCSS and several offices.

- Multicultural Center – With the new space in UC 429, the staff envision moving towards a multicultural center model. This includes a shift in language, resources, staffing, and space design. Discussions with Development and UL leadership will take place in the near future to discuss the implications and considerations of this shift.

University of San Francisco
Office of the Vice President
Division of University Life

POSITION TITLE: Assistant Dean of Students for Multicultural Student Services

SUPERVISOR: Associate Dean of Students

FTE: 1.0 (12 month appointment)

GENERAL SCOPE OF POSITION:

Reporting directly to the Associate Dean of Students, the Assistant Dean will provide leadership and direction by promoting a heightened awareness of multicultural issues and a supportive campus environment for a diverse student body through a complimentary program comprised of education, advocacy, coalition building, advising, training, and event coordination. An important component will be providing leadership for departmental and University-wide efforts to foster a more comprehensive and collaborative approach to diversity initiatives for students, staff, and faculty.

ACCOUNTABILITY:

As a designated member of the Leadership Team in University Life, s/he is accountable for:

- Manifesting the Mission, Vision and Values of the University
- Advancing the Division's Mission and Commitments
- Embracing the Divisional Strategic Priorities and supporting other divisional or college priorities as applicable
- Fully participating in issue-driven Divisional meetings once a month
- Identifying challenges at the departmental level and implementing solutions
- Implementing and evaluating departmental outcomes
- Ensuring departmental/program goals and decisions are consistent with Divisional and University priorities, policies, values, etc.
- Educating the Division and the University on current issues or trends in areas of expertise

As part of the larger staff in University Life, the Assistant Dean of Multicultural Student Services collaborates and cooperates across divisions and departments to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:

- Promoting a common good that includes the needs of all students
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences, and traditions that exist within the University community

- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills
- Creating an environment that supports a socially responsible way of being together in community
- Recognizing and celebrating the achievements and contributions of all students

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Develop and foster strategic partnerships across campus to support co-curricular programs, assist with pertinent retention efforts, and coordinate community building initiatives that support the University's Vision, Mission, Core Values and Divisional Commitments.

- Develop and administer programs, services, and forums that support a diverse student body and foster intercultural exchange among student organizations.

- Partner with the Department of Sociology and Office of Residence Life on the development and implementation of integrated learning experiences centered on multicultural leadership, cultural competency, and social justice for the Esther Madriz Diversity Scholars Community (EMDS).

- Implement and administer comprehensive leadership development programs and training philosophically rooted in ally/coalition building efforts for student leaders.

- Collaborate closely with the Office of the Associate Provost and participate in the university-wide discussions to create a more inclusive multicultural campus community for students, faculty, and staff.

- Work closely with F.A.C.E.S. (Freedom Alliance of Culturally Empowered Students) and CFCC (Culturally Focused Clubs Council) and their advisors to provide mentorship and advocacy for individual students and student organizations connected to MCSS programs and services.

- Provide administrative support to the USF Allies Training Program.

- Serve as a resource for USF programs and departments explicitly involved in working and supporting underrepresented students such as International Student Services, Department of Student Leadership and Engagement, Office of Admissions, and Learning and Writing Center.

- Initiate and deliver seminars or workshops to the campus community to increase awareness on multicultural leadership, social justice, and ally-development.

- Mediate conflict with/among individual students and student organizations.

- Develop and foster relationships with external groups including families, alumni, community-based organizations, schools, businesses, and professional communities.

- Create and maintain an ongoing assessment plan to measure student learning outcomes.

- Develop and manage operating budgets and plans, write annual report, and prepare material for program review.

- Participate on committees, task forces, and boards as requested by the Associate Dean or Vice President.

- Supervise one Coordinator and multiple student staff members.

- Participate in seminars, institutes, and conferences focused on current multicultural issues.

- Network with bay area colleagues and multicultural affairs professionals through local, regional, and national associations such as the California Council of Cultural Centers in Higher Education (CaCCCHE).

- Perform other duties as assigned by the Associate Dean.

QUALIFICATIONS:

Master's degree in higher education administration, college student services administration, counseling, ethnic studies or related field required. Four to six years of related administrative experience in student services and significant experience in working with students representing diverse cultural backgrounds. Specific experience in providing direct services to underrepresented students in an urban, multicultural environment preferred. Candidate must be able to work closely with faculty and staff to incorporate curricular and co-curricular elements in program and service development. Strong interpersonal and problem solving skills in facilitating and maintaining collaborative relationships with campus constituencies. Demonstrated excellence in written and oral communication skills. Diversity training experience for students, staff, and/or faculty highly desirable. Willing to participate in evening and weekend activities and programs.

7-24-07 MGAA

University of San Francisco
Office of Multicultural Student Services
Division of University Life

POSITION TITLE: Coordinator for Multicultural Student Services

SUPERVISOR: Assistant Dean for Multicultural Student Services

FTE: 1.0 (12 month appointment)

GENERAL SCOPE OF POSITION:

Reporting directly to the Assistant Dean for Multicultural Student Services, the Coordinator will promote a heightened awareness of multicultural issues and a supportive campus environment for a diverse student body through programs that integrate leadership development, cultural competency, and coalition building. The Coordinator will be responsible for partnering with various University Life and academic departments on MCSS signature events, mentoring culturally-focused clubs, and advising the Freedom Alliance of Culturally Empowered Students.

ACCOUNTABILITY:

As part of the larger staff in University Life, the Coordinator for Multicultural Student Services collaborates and cooperates across divisions and departments to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:

- Promoting a common good that includes the needs of all students
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences, and traditions that exist within the University community
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills
- Creating an environment that supports a socially responsible way of being together in community
- Recognizing and celebrating the achievements and contributions of all students

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Develop, implement, and evaluate multicultural programs that facilitate intercultural exchange and support the University's Vision, Mission, and Values and Divisional Commitments, including: Student of Color Graduate School Luncheon, Asian Pacific Islander Graduation, Latino Recognition Ceremony, and Vizuri Kabisa Unity Celebration.

- Work closely with culturally-focused clubs to coordinate and publicize heritage month activities and events.

- Advise the Freedom Alliance of Culturally Empowered Students (FACES) and Culturally Focused Clubs Council.

- Provide general advisement and advocacy for individual students and student organizations connected to MCSS programs and services.

- Oversee the creation and distribution of campus-wide communication materials regarding MCSS programs and services.

- Supervise multiple student staff members.

- Serve as an advocate for students and MCSS representative on committees, task forces, and boards as requested by the Assistant Dean, Associate Dean, Dean or Vice President.

- Serve as a resource for USF programs and departments explicitly involved in working and supporting underrepresented students such as the Esther Madriz Diversity Scholars (a living-learning community), International Student Services, Admissions Office, and Department of Student Leadership and Engagement.

- Work closely with Hall Directors and other front-line professional staff members directly responsible for student involvement and engagement on program development.

- Deliver seminars or workshops to the campus community to increase awareness on multiculturalism and diversity.

- Mediate conflict with/among individual students and student organizations.

- Perform other duties as assigned by the Assistant Dean.

QUALIFICATIONS:

Master's degree in higher education administration, college student services administration, counseling, sociology, ethnic studies or related field and one to two years of multicultural programming experience required. Specific experience in providing direct services to

underrepresented students in an urban, multicultural environment preferred. Candidate must be able to work closely with faculty and staff to incorporate curricular and co-curricular elements in program and service development. Strong interpersonal and problem solving skills in facilitating and maintaining collaborative relationships with campus constituencies. Demonstrated excellence in written and oral communication skills. Publishing and website design a plus. Willing to participate in evening and weekend activities and programs.

REVIEW OF APPLICATIONS:

To apply, complete an online application at www.usfjobs.com and attach a resume and cover letter as well as the names and addresses of three references. Cover letters may be addressed to: Human Resources Office, 2130 Fulton Street, San Francisco, CA 94117. For best consideration, apply by April 6th.

The University of San Francisco is a Jesuit Catholic university founded in 1855 to educate leaders who will fashion a more humane and just world. Candidates should demonstrate a commitment to work in a culturally diverse environment and to contribute to the mission of the University.

USF is an Equal Opportunity Employer dedicated to affirmative action and to excellence through diversity. The University provides reasonable accommodations to qualified applicants with disabilities upon request.

"EDUCATING MINDS AND HEARTS TO CHANGE THE WORLD"

Multicultural Student Services (MCSS)

Promoting Diversity and Student Leadership at the University of San Francisco

Division of University Life
Office of the Assistant Dean for Multicultural Student Services (MCSS)

MCSS Mission Statement

Multicultural Student Services engages the multiple identities of all students, empowers leaders to be change agents for social justice, and builds alliances with faculty, staff, and students to create a community that honors and values diversity.

Student Assistant

Job Description:
The Office of Multicultural Student Services is seeking a highly motivated, energetic, organized, and committed Student Assistant who is dedicated to supporting the mission of MCSS and the Division of University Life.

Duties and Responsibilities:

- Assist in campus-wide communication regarding MCSS programs
- Participate in all staff meetings.
- Staff the MCSS office and provide support in office management such as handling incoming calls with appropriate referrals, fielding inquiries from students, staff, faculty, alumni, and visitors, filing, copying, ordering office supplies, and other duties as assigned.
- Serve as MCSS representative and communicate the services and programs associated with the MCSS to multiple campus constituents. Outreach activities may include Fast Track, Involvement Fair, and student organization events.
- Complete Allies Training.
- Attend MCSS-sponsored programs.
- Other duties as assigned.

Qualifications:

- Communication, Marketing or Graphic Arts experience preferred but not necessary.
- Demonstrated commitment to issues of diversity, multiculturalism, leadership and social justice.
- Desire to dialogue and collaborate with diverse student groups.
- Proficient in computer skills (Word, Excel, Power Point). Website design a plus.
- Organized, punctual, and dependable.
- Able to take initiative on projects, multi-task and problem solve.
- Team-oriented and able to communicate with civility.

Hourly Wage:
Starting at $9.36/hour

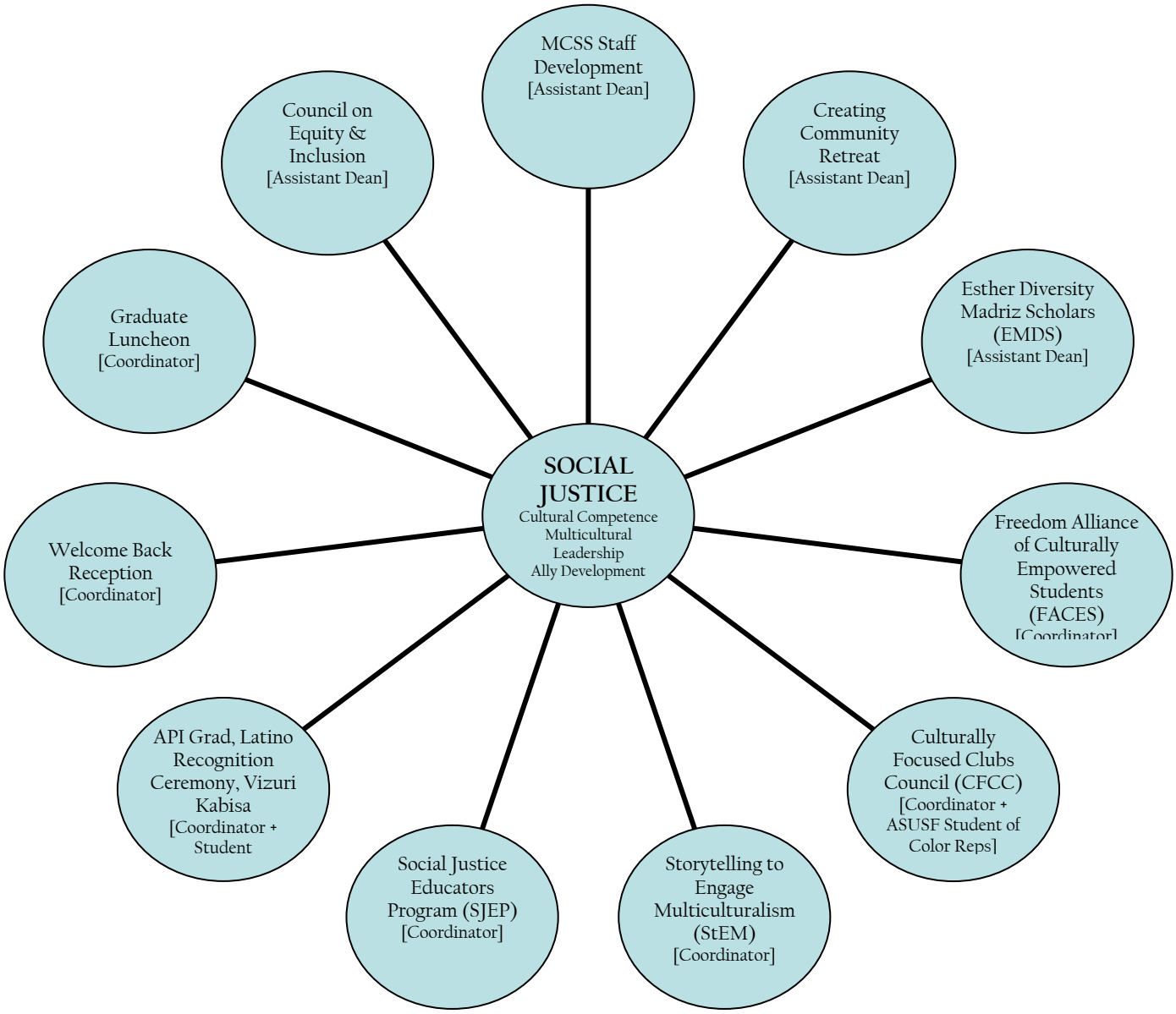
Multicultural Student Services (MCSS)

MCSS Mission Statement

Multicultural Student Services engages the multiple identities of all students, empowers leaders to be change agents for social justice, and builds alliances with faculty, staff, and students to create a community that honors and values diversity.

MCSS Leadership Programs

Below are the various programs that MCSS implements to achieve the departmental mission statement. Primary coordinators are indicated as well.



MGAA/10.25.07

DEVELOPING STUDENT AND STAFF CULTURAL COMPETENCY

Mary Grace A. Almandrez
USF Board of Trustees
University Life Committee
March 27, 2008

Overview

- Cultural Competence
- Guiding Principles
- CEI Initiatives for Students & Staff
- Future Considerations

Cultural Competence

- the process by which individuals and systems increase their awareness, knowledge, and skills to cultivate meaningful relationships with others who are similar to and different from them

- Statement of Intent

From Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2004). *Multicultural competence in student affairs*. San Francisco: Jossey-Bass.

Council on Equity & Inclusion

- Global & cross-cultural perspective
- Exemplary practices
- Goals
  - Intersections of identity, privilege, and oppression
  - Engage across and beyond differences
  - Transformative learning
  - Awareness, knowledge, and skills

Guiding Principle 1: Inclusive Excellence

- “active, intentional, and ongoing engagement with diversity”
- Increase awareness, content knowledge, cognitive sophistication, and empathic understanding
- Complexity of dynamics that exists between individuals within systems and institutions

From American Association of Colleges & Universities

Guiding Principle 2: Equity

- Not equality
- Compassion and empathy
- Recognition of differences
- Acknowledgement of privilege, power, and justice
- Participation as fully contributing members of community

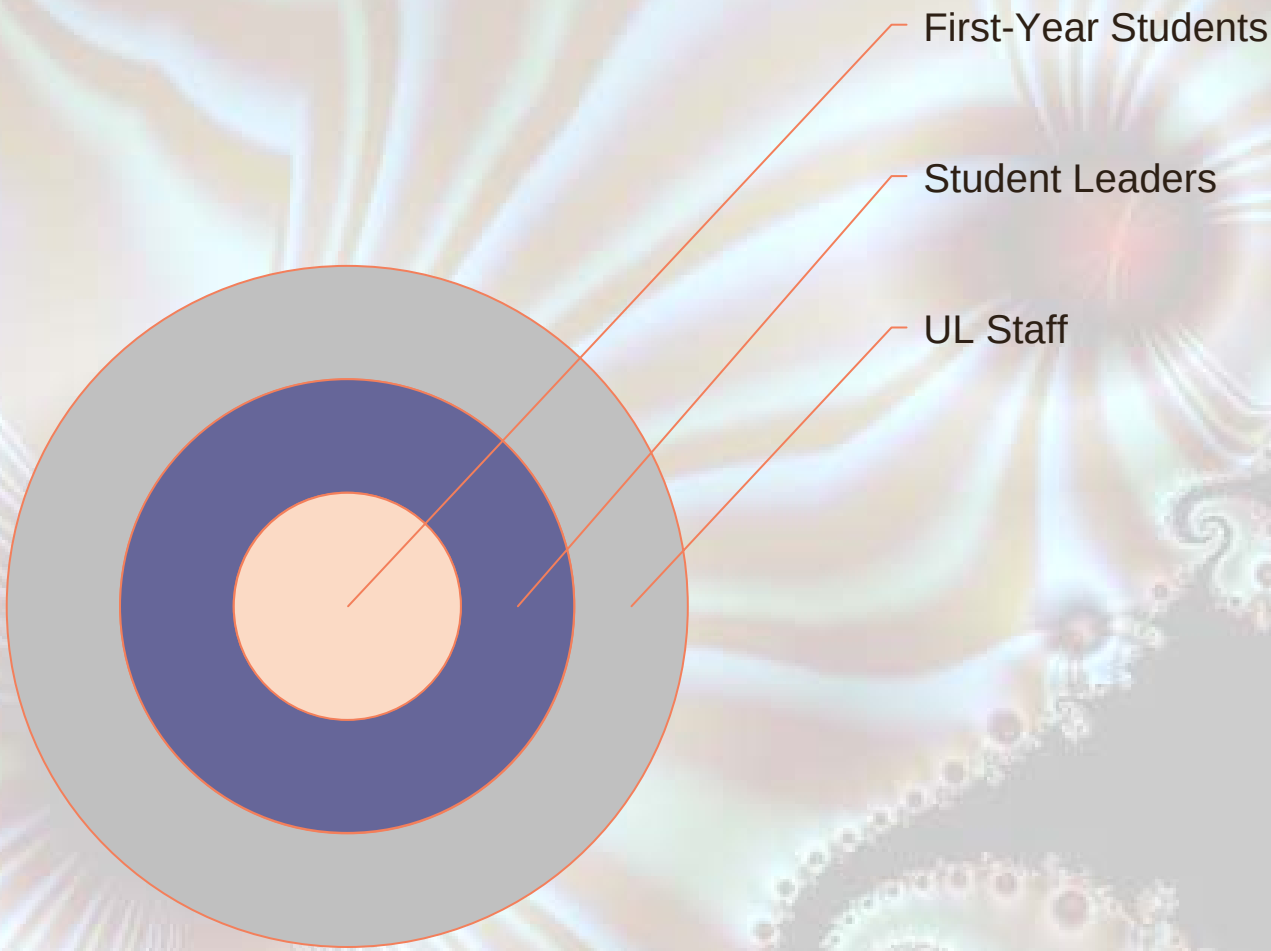
Guiding Principle 3: Jesuit Values & USF Mission

- *Cura personalis*
- Men and women for [and with] others
- *Magis*
- Unity of minds and hearts
- *Ad majorem Dei gloriam*

Guiding Principle 4: Student Affairs Values

- Student-centered
- Identity development
- Holistic and transformational education
- Multicultural Competence in Student Affairs

Spheres of Influence



CEI Structure

Council on Equity & Inclusion:

- Centralized body for cultural competence initiatives
- Full representation from UL
- Recommendations to VP

Baseline Experience for First-Year Students

Chaired by Barbara Thomas, Executive Director of Counseling and Psychological Services

Allies Training Program

Chaired by Steve Nygaard, Director of Residence Life

Tiered Professional Development Series

Chaired by Mary Grace Almandrez, Assistant Dean for Multicultural Student Services

Historical and Current Programs for STUDENTS

- Creating Community Retreat
- Freshmen Leadership Institute
- Fall Institute
- Foreword workshop
- College Success module
- Storytelling to Engage Multiculturalism
- Social Justice Educators Program

Enhance & Expand

- New Student Orientation
- Resource brochure
- Allies

Historical and Current Programs for STAFF

- ULL Retreats
- Professional Development workshops
- Dialogue Groups
- Soup & Substance
- Allies Training

Enhance & Expand

- Tiered series beginning with summer workshop
- Grounded in theoretical and philosophical frameworks
  - Awareness
  - Knowledge
  - Skills

Future considerations

- Graduate Assistant
- Thematic Focus
- Annual CEI retreat
- Virtual Center
- Dialogue Series
- Off-campus professional development opportunities
- Goal setting
- Performance appraisals
- Awards & honors
- Program reviews
- Assessment strategies

Review

- Cultural Competence
- Guiding Principles
- CEI Initiatives for Students & Staff
- Future Considerations

USF
UNIVERSITY of SAN FRANCISCO

Creating Community

Student Leadership and Diversity Training in the Ignatian Tradition

AUGUST 8-9, 2007

CO-SPONSORED BY: MULTICULTURAL STUDENT SERVICES, RESIDENCE LIFE, AND STUDENT LEADERSHIP & ENGAGEMENT

Creating Community is a powerful experience for student leaders to critically examine and dialogue on issues of identity, multiculturalism, and social justice. Facilitated by Mr. Steven Baissa and Ms. Hyon Chu Yi-Baker, participants use reflection exercises, dyad sharing and group discussions to:

- Deepen the level of authentic conversation about and across difference at USF,
- Deepen their level of understanding of their roles as student leaders in creating community,
- Explore, examine and engage key concepts and dynamics of difference and discuss how these dynamics impact building community,
- Assess personal level of competence and engagement across difference, and
- Develop an understanding of key skills and concepts for greater effectiveness and to plan next steps for continued learning.

DAY 1: Wednesday, August 8th

8:30 – 9:15 AM	Check-In & Breakfast
9:15 – 9:45	Opening Remarks
9:45 – 10:00	Welcome & Introductions
10:00 – 10:30	Community Agreements & Guidelines
10:30 – 10:45	Break -15 minutes
11:00 -11:30	Definition of Community
11:30 – 12:30 PM	Exercise #1: Identity- Social Membership Profile
12:30 – 1:30	Lunch
1:30 – 2:30	Exercise #2: Societal Messages
2:30 – 2:45	Break
2:45 – 3:45	Exercise #3: Early Memories
3:45 – 4:15	Concept/Theory: Cycle of Socialization Model
4:15 – 5:00	Reflections and Wrap Up

DAY 2: Thursday, August 9th

8:30 – 9:15 AM	Check-In & Breakfast
9:15 – 9:30	Recap of Day One
9:30 – 10:45	Exercise #4: Power & Privilege
10:45 – 11:00	Concept/Theory: Dominate & Subordinated Group Patterns & Dialogue Traps
11:00-11:15	Break -15 minutes
11:15 -12:15 PM	Exercise #4 continued…
12:15 – 1:15	Lunch -1 hour
1:15 – 2:30	Exercise #5: Diversity Scenarios/Role Plays
2:30 – 2:45	Break -15 minutes
2:45 – 3:45	Exercise #6: Action Plan for USF
3:45 – 4:00	Concept/Theory: Breaking the Cycle Model
4:00 – 4:15	Exercise #7: Individual Commitment Letter
4:15 – 4:30	Reflections and Wrap Up
4:30 – 5:00	Official Closing

MULTICULTURAL STUDENT SERVICES

2130 Fulton Street, UC 403
San Francisco, CA 94117-1080
Phone: 415-422-6484
Fax: 415-221-2574
Www.usfca.edu/mcss
E-mail: mcss@usfca.edu

Information about the Facilitators

MR. STEVEN BAISSA
Director of the Cross Cultural Center, University of California at Davis

Steven (Estifanos) Baissa currently serves as the Director of the Cross Cultural Center and as a member of the Train the Trainers Diversity Institute at UC Davis. Steven is a father of two beautiful girls who are constant reminders of the responsibility we all have to provide a better future for generations to come. He is a first generation immigrant from Ethiopia, and has traveled extensively in the Middle East, East Africa, South East Asia and Western Europe. Prior to joining UC Davis, Steven completed his B.S., M.F.A. and M.B.A. degrees at 3 separate institutions located in the Mid West and the West Coast. For the past 16 years, he has been serving in the field of Student Affairs and enjoys working with students. He is passionate about issues related to social justice and inclusion while striving to empower underrepresented and marginalized communities. As a consultant, trainer and educator, Steven enjoys being an advocate for education and working in areas that address equity, celebration and appreciation regarding communities of color and allies. Among his volunteer duties, he serves on the executive board of the California Association of Cultural Centers in Higher Education. He can be contact at:

One Shields Avenue
Davis, CA 95616
530-752-4287 (Phone)
530-752-5067 (Fax)
salam@ucdavis.edu
http://ccc.ucdavis.edu

MS. HYON CHU YI-BAKER
Director of the MOSAIC Cross-Cultural Center, San José State University

Ms. Hyon Chu Yi-Baker was raised in the outskirts of Seattle, Washington. She immigrated to the United States from Seoul, Korea at the age of 3 and became a U.S. citizen at age 12. In high school, she was involved with creating a student organization called Students And Teachers Against Racism (STAR) and due to its success led to the establishment of other chapters throughout Washington State high schools. She attended Western Washington University and earned a BA in American Cultural Studies. As a student she was an active member of the Ethnic Student Center and developed a strong reputation on campus as a student leader in promoting diversity and social justice issues. Her work as an activist was not just an extra-curricular activity; it became her life's passion and ultimately her career.

Ms. Yi-Baker received a MS degree from Colorado State University in Student Affairs in Higher Education and currently works as the Director of MOSAIC Cross Cultural Center at San Jose State University where she is dedicated to enhancing and advocating for the academic and cultural empowerment of historically under-represented students. She has served as a Diversity consultant and trainer for the past 10 years and has worked with numerous campuses including UC Davis, CSU Monterey Bay, Cal Poly Pomona, and California Lutheran University, just to name a few.

Ms. Yi-Baker is an Executive Board member of the California Council of Cultural Centers in Higher Education (CaCCCHE) and is also a member of the National Coalition Building Institute, a non-profit organization dedicated to ending discrimination and intolerance of every kind. In addition, she is a board member for the Michael Lee Environmental Foundation where they strive to provide examples of environmental integrity and public awareness through action and education. She is the recipient of the 2001 Western Association of College and University Housing Officers (WACUHO) Diversity Institutional award for her efforts in coordinating a month long program called Diversity Days.

In her spare time, she loves cooking, reading, and most of all spending time with friends and family especially her nieces and nephews that live in southern California. One of her biggest accomplishment was crossing the finish line at the 1999 San Diego Rock 'n Roll marathon. She currently resides in San Jose, California with her husband.

Promising Practices in Student Affairs and Academic Affairs Collaboration Nomination

Mary Grace Almandrez, Assistant Dean for Multicultural Student Services
Esther Madriz Diversity Scholars
University of San Francisco
2130 Fulton Street, UC 403
San Francisco, CA 94117-1080
malmandrez@usfca.edu
(415) 422-5549
(415) 221-2574

Description of Program

Drawing upon the examples set by the late Professor Esther Madriz, for whom this living-learning community is named after, and central to the mission of the Esther Madriz Diversity Scholars (EMDS) of the University of San Francisco is the metaphorical and real life practice of "crossing borders, discovering home" (EMDS' annual theme). Students are encouraged to consider borders as liminal spaces where learning, growth, and reflection can occur.

EMDS began Fall 2005 as a collaborative project between Sociology and Multicultural Students Services (MCSS). Prior to 2005, the living-learning community was known as Phelan Multicultural Community (PMC). Students in the community took two different classes a semester taught by two different faculty in (sometimes) two different disciplines. In other words, students could theoretically take Philosophy of Race one semester and African American Culture & Experience another. At that time, extra-curricular experiences were coordinated by a hall director. Planning was done in isolation so that professors were unaware of community issues and extracurricular workshops in the residence hall, and the hall director was uninformed of course materials and lesson plans.

Then, in Spring 2005 two synergistic forces collided. Dr. Stephanie Sears, Assistant Professor of Sociology, envisioned her home department "adopting" the program while University Life ("Student Affairs" division at USF) imagined a senior-level administrator taking on the role of developing and implementing a co-curricular program in collaboration with the College of Arts & Sciences. Ms. Mary Grace Almandrez, Assistant Dean for MCSS, was asked to take on this role and join forces with Dr. Sears.

After hearing the challenges and rewards of taking on this community from their respective colleagues, the two began to dream of a comprehensive approach to social justice education where theory, practice, and reflection were blended, interconnected, and often time seamless. Their first task was to determine how to garner institutional buy-in. Dr. Sears, with assistance from Sociology colleagues, submitted a proposal that would allow Sociology to: "house" the living-learning program under a new name (resulting in a rotation of select faculty to teach with the incentive of course release), partner with MCSS, have administrative support for operations, and have its own programming budget. The proposal was accepted by the Dean of Arts & Sciences. On the University Life end, the program responsibilities were added to the Assistant Dean for MCSS' job description to ensure consistent staffing and accountability. Both Professor Sears and Dean Almandrez, with support from their divisions, felt their strategic and intentional partnership would keep the program alive and thriving.

The next step was to develop a transformative educational experience that would challenge students academically and developmentally. Professor Sears and Dean Almandrez

wanted the sophomores and juniors in the living-learning community to connect theoretical frameworks, intellectual discourse, and experiential learning with identity development and personal growth (Learning Reconsidered, 2004). Therefore, they moved to a pedagogical model where students interfaced with various co-educators:

- EMDS begin the academic year with a weekend retreat, which is co-facilitated by the Sociology professor, Assistant Dean for MCSS, Resident Minister (staff member from University Ministry) and Resident Advisor (student paraprofessional). During the retreat, the scholars are oriented to the program and start forming relationships.
- Social Problems in the fall and Community Organizing in the spring are now team-taught by a professor of Sociology as well the Assistant Dean for Multicultural Student Services. Embedded in the fall and spring courses are an identity development curriculum and leadership curriculum, respectively.
- Students attend weekly community gatherings, or karamus, that are facilitated primarily by the Resident Minister and Resident Advisor. These staff also provide a support network for the scholars and help them navigate how to live and learn as individuals within community.
- In January, the community participates in a transborder experience (similar to a loosely defined "immersion") that allows scholars to: (1) gain a global perspective on national social problems and their solutions, (2) connect Social Problems coursework with Community Organizing, and (3) learn from a diversity of activists (e.g., scholars, student leaders, community activists, and faith-based organizations) about how to work as allies, as well as how to utilize various social change strategies to hopefully practice at USF. Previous trips were in San Diego, CA & Tijuana, Mexico; and New York, NY & San Juan, Puerto Rico. Next year's trip will take place north and south of the Mason-Dixon Line.
- As part of their living-learning commitment, students complete thirty hours of service-learning to observe and experience the connections between community organizing and social justice. Administrators at the service site are invited to provide input and evaluations that may have an impact on students' service-learning grades.
- Throughout the year, scholars attend monthly Smart Activism workshops, sponsored by the McCarthy Center for Public Service and the Common Good, Lane Center for Catholic Social Thought, and Office of Living-Learning Communities. These workshops are centered on the Circle of Praxis: immersion, social analysis, reflection, and thoughtful action.

All of these elements are included in a community agreement form signed by students at the beginning of the semester as well as the syllabi to ensure that students are aware of and accountable for interfacing with these various co-educators. In other words, their participation with these various groups and individuals are required (with the exception of the transborder experience) and can affect their overall class grade.

The success of the program is due in large part to the collegial relationship between the Sociology professors who teach in the program and the Assistant Dean for Multicultural Student Services. Because both parties are considered co-educators in this model, both perspectives are incorporated in the curricular and co-curricular aspects of the program. Co-educators act as a team, then, who plans everything – from the fall retreat to the course materials – together. Now, professors discuss residential living and community issues with University Life staff and staff receive information on lesson plans to organize community development activities that complement in-class learning.

This team approach also requires continuous and honest dialogue. Monthly meetings with the support team (i.e., Assistant Dean, Professor, Resident Minister, RA, and Hall Director), regular e-mail communication, and monthly meetings with the Director for the Office of Living-Learning Communities assure information is circulated among all involved. In addition, the support team keeps each other abreast of changes from respective departments that may have an impact on the program. This allows for realistic visioning and planning. The relationship is also one that is respectful and empathetic – particularly around issues of time commitments. Even with the tremendous amount of time it takes to develop and implement such an innovative program, the team is mindful of making sure life off-campus is considered. For example, sensitivity to family responsibilities and University duties are taken into account when scheduling class times, community gatherings, meetings, and transborder dates.

A fourth component of the academic and student affairs relationship is institutional support. Human, administrative, and financial resources have been allocated to EMDS beyond the professor and assistant dean. Resident Ministers devote fifteen hours each week and RAs give ten hours per week to design and deliver co-curricular experiences. The Office of Living-Learning Communities (reporting to Arts & Sciences with a strong dotted line to University Life) also provides support in projects such as recruitment efforts and assessment strategies. It is clearly a community effort that makes EMDS what it is today.

Given the various characteristics of this relationship, two key learnings have stood out: Professors and staff alike honor and appreciate one another's disciplines, experiences, and backgrounds. There is no hierarchy of knowledge. Rather, everyone's experiences are valued. While the program is the focus of the partnership, the team is also committed to one another. Meaningful interactions have cultivated an alliance that will remain intact after individuals are no longer a part of the program.

<u>Mission and Goals of Program</u>

Through integrated learning experiences, students explore the idea of "crossing borders, discovering home" to become scholar-activists for social change.

The general learning goals for the program are:

- Develop a deeper understanding of their individual and group identities
- Demonstrate knowledge of how sociologists define, study, and analyze "social problems", community organizing and social change
- Identify the knowledge, skills, and abilities required to be effective agents of social change
- Gain a greater sense of civic and ethical responsibility, and of how to act on this effectually

The Social Justice Educators Program 2006
Process-Content Outline

The Goal

The goal of the program sequence is to develop participant knowledge and skill as potential, and then practicing, facilitators of Facilitated Dialogues. This experience addresses multiple identities and highlight interactions among and comparisons between multiple identities. The program also address patterns and theories of small group interaction, facilitation techniques, and concepts of social identity, social justice, and intercultural communication. Each of these topics and foci builds facilitator knowledge and skill. Together they provide a rich toolkit for facilitating dialogue and other experiential education addressing social identity and social justice.

The program is experiential. Participant experience is structured to maximize learning through group interaction, conflict surfacing and de-escalation, immediate and reflective group processing, in-class participant co-facilitation, and meta-processing by instructors. Participants' life experience and participants' experience in this program are essential components of SJEP. Experience serves to illustrate and integrate the concepts outlined above and to build participant co-facilitation confidence and competence throughout the program .

Balancing the focus on Social Identity, Social Justice, and Co-Facilitation

One way to categorize the process and content of the program divides the material into three categories: social identity, social justice, and co-facilitation. While most elements of the program addresses all three of these categories to some degree, this distinction helps illustrate the relative importance of various readings, assignments, and in-class activities at different stages in the semester.

For purposes of this illustration, the 'social identity' category focuses on the exploration of multiple social identities, theories of social identity development, and socialization. The 'social justice' category focuses on power and privilege, target (subordinated) and agent (dominant) social groups. The 'co-facilitation' category focuses on group dynamics, facilitation techniques and processes.

SJEP begins with a greater emphasis on social identity and social justice, gradually introducing more and more process and content about co-facilitation. Participants come to Training with various levels of awareness about their own multiple social identities and various levels of exposure to experiential social justice education. This initial focus on social identity and social justice helps create a common base of understanding among participants on these important topics. As the semester progresses, more and more material on co-facilitation is introduced in preparation for co-facilitation outside of the program experience.

Process-Content Outline for Social Justice Educators Program

The goals of this program are to develop participants' knowledge and skills as potential facilitators of facilitated dialogues. As such, the experience builds upon, but does not replicate, the principles and content of facilitated dialogues themselves.

The program will focus on:
1. a grounded understanding of facilitated dialogue and dialogic processes,
2. increased understanding of social justice principles such as social identity, privilege and oppression, power and conflict,
3. facilitation skills and competencies, and
4. explorations of the roles of social justice education and advocacy.

Terminology:

Large group: the entire training class
Subgroups: smaller groups led by 1 or more facilitators.
Dyads: two individuals
Coaching groups: the individuals assigned to the same instructor/coach

PROGRAM OUTLINE

I. GETTING TO KNOW ONE ANOTHER. WHO ARE WE AND WHAT IS THE SOCIAL JUSTICE EDUCATORS PROGRAM?

January 22, MClaren 251:	No session
January 29, TBA:	Introductions, Social Identity Inventory, and Key Concepts
February 5, TBA:	Safety & Comfort; Dialogue, Debate, & Discussion; Ground Rules
February 12, UC 419:	Small group dynamics, Feedback, Comfort zones and learning edges, Importance of dissonance. Intergroup communication/interaction and group processes
	Coaching groups: Developing a learning path.

II. PRINCIPLES OF SOCIAL JUSTICE EDUCATION AND FACILITATED DIALOGUES.

February 19:	Presidents Day. RELAX!
February 26, UC 417:	Framing the concept of social justice
	Lg. Group: Lectrurette on forms of Justice (Procedural, Distributive and Restorative). Power & Oppression. Definitions exercise. Web of oppression.

	Coaching groups: How do our identity/socialization and personal experiences shape our perceptions/understanding of these concepts.
March 5, TBA:	Oppression and privilege Lg. group: Vanilla, Chocolate, Strawberry, Banana exercise. Lecturette on modern forms of prejudice, discrimination, and -isms. Coaching groups: What internalized 'isms do you have? What privileged identities do you not challenge?
March 12, UC 400:	Spring Break. ENJOY!
March 19, UC 417:	Co-facilitating facilitated dialogues

III PRACTICE FACILITATING AN INTERGROUP DIALOGUE ON SPECIFIC TOPICS

March 26, UC 417:	Classism/Ableism
April 2, UC 417:	Christian Privilege/Anti Semitism
April 9, McLaren 251:	Sexism/Heterosexism
April 16, UC 222:	Racism/Imperialism

IV TEAMWORK, ALLIANCES AND COALITION BUILDING…DIALOGUE CO-FACILITATION

April 23, UC 417:	Being an ally
April 30, UC 421:	Teamwork, alliances and coalition-building
May 7, UC 417 or TBA:	Graduation Reflection/Evaluation

The majority of the Social Justice Educators Program content and structure is borrowed from The Program on Intergroup Relations at the University of Michigan, 3000 Michigan Union, Ann Arbor, MI 48109-1308, 734-936-1875, www.igr.umich.edu.

Soc. 226
Social Problems: Race

Class hours: Tue & Thur 10:30-12:15 **Location:** Lone Mtn 346A

Instructors:
Professor Stephanie Sears
Office: UC 559
Phone: 422-5482
E-mail: sdsears@usfca.edu
Office Hrs: TR 1:00–2:00 or by appointment

Asst. Dean Mary Grace Almandrez
Office: UC 403
Phone: 422-6484
Email: malmandrez@usfca.edu
Office Hrs: MW 3:00-5:00 or by appointment

For students with disabilities or special needs, please see us if there is anything we can do to help

I believe in the recognition of devices as devices--but I also believe in the reality of those devices. In one century men choose to hide their conquests under religion, in another under race. So you and I may recognize the fraudulence of the device in both cases, but the fact remains that a man who has a sword run through him because he will not become a Moslem or a Christian--or who is lynched in Mississippi or Zatembe because he is black--is suffering the utter reality of that device of conquest. And it is pointless to pretend that it doesn't exist--merely because it is a lie... (Lorraine Hansberry).

Course Description
Sociology is a science that seeks to understand the different processes by which individuals, groups, and institutions interact to shape our lives. In this class, we will first and foremost develop what's called a "sociological imagination" (a phrase coined by sociologist C. Wright Mills). The sociological imagination is not just the ability to memorize interesting facts or theoretical ideas about the world; rather, it's a way of approaching the world around us that allows us to think about *how* things are, *why* things are the way they are, and *how things could be different.* In this course, we will put our sociological imagination to use to explore how social problems are socially defined, patterned, contested, and resolved in complex societies.

Specifically we will examine "race" as a social problem in American society. Racial inequality remains a major characteristic of the United States. However, the nature of racial hierarchies has shifted. The course is designed to provide you with a solid sociological foundation in the theoretical perspectives and current debates regarding race in American society. We will concentrate primarily on the African American experience, always considering the ways in which this experience both illuminates and conceals the experiences of differently racialized groups as well as expands/ narrows our sociological understanding of race.

To fully examine these issues this course is designed with an alternative pedagogy at its core-that of service learning. Service learning is defined as an "educational experience in which students (a) participate in an organized service activity that meets community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (Bringle and Hatcher, 1995). Through the experience of interaction and reflection, we will learn to apply knowledge and skills in the real world, exercise critical thinking, develop self-learning and helping skills, develop societal knowledge and sensitivity, and enhance personal development.

The course fulfills **Core Area E (Social Science)** and **Cultural Diversity (CD)** requirements.

Learning Outcomes
Upon completion of this course, students will be able to:

- Demonstrate knowledge of how sociologists define, study, and analyze social problems through exams and papers.
- Demonstrate knowledge of how sociologists define, study and analyze race through in class discussion, exams, integration and term papers.
- Develop an understanding of racial stratification as a real and tangible phenomenon that differently creates barriers and opportunities that affect life chances via the service learning journal and integration papers.
- Develop an understanding of race and racial politics in order to be intellectually and psychologically prepared for hands-on learning with individuals and organizations engaging in race politics via the service learning experience, journal, integration papers and exams.

- Draw upon their service with a community partner to interrelate causes and pose potential solutions to social problems through the development and completion of papers.
- Demonstrate an awareness of the interlocking nature of race, ethnicity, gender, sexuality and class via exams and service integration papers.
- Develop a greater understanding of human agency and recognize the significance of their contribution to community via the service learning journal and integration papers.

Service-Learning
Your activities as a service-learning student are intended to put the University's mission to serve the larger community into action. In this capacity you are expected to provide direct service as needed by the community partner as well as act as a participant researcher, gathering data to help inform your understanding of the causes and consequences of social problems. The primary goal of your service experience in the wider community is to bring to life social problems such that, your practice will inform your ideas and your ideas will inform your practice. We will integrate the field experience with the course curriculum through such methods as directed readings, reflective writing, group discussion, and guest speakers.

The service-learning component of this course is mandatory. Your grade in the course will reflect the fulfillment of your service learning obligations as well as your integration of your service learning experience with course material. The service-learning component requires that you complete a **minimum of 20 hours** (approx 2 hours per week) of service with our designated community partner. Although you will be logging service-learning hours this semester, you will receive **Service Learning** credit upon completion of your total service learning hours at the end of second semester.

This semester our community learning partner will be _____**.** Beacon _____. It is important to remember that the staff and students at the Beacon serve as co-educators in your Esther Madriz experience. To facilitate this relationship you are to sign in and obtain your supervisor's signature regarding your on site hours. In addition, Beacon staff will complete a midterm and final evaluation of your SL activities. Finally the your presentations and final papers will be shared with our community partner to ensure that the learning objectives were achieved. While serving at the community based agency, you will be expected to act in a responsible manner. You must keep scheduled work hours and complete assigned duties. You also are expected to maintain good working relationships with supervisors and peers. Conduct that is deemed unacceptable to the agency supervisor may result in you being dismissed from that placement and from the two--hour service-learning component of the course. Failure to complete the service learning component may result in a failing grade for the course. **If this is a problem for you, you must see us as soon as possible.**

REQUIRED TEXTS:
There are three required texts for this course, available at the USF Bookstore. There is also a **required** packet of readings available online and on 2 hr. reserve in the library.

1. Johnson, Allan. 2005. *Privilege, Power and Difference.* Boston, MA: McGraw Hill.
2. Tatum, Beverly. 2003. *Why Are All the Black Kids Sitting Together in the Cafeteria?* New York: Basic Books.
3. Omi and Winant. 1994. *Racial Formation in the United States*
4. *Reading Packet*

Course Requirements

Participation (includes Karamus & Reading Memos)	100 pts	20%
Integration Papers (2)	100pts (2x50)	20%
Quizzes (2)	100pts (2x50)	20%
Final Paper	100pts	20%
Service Learning Hrs + Journal	100pts	20%

There are several types of assignments you'll be asked to complete this semester. You cannot successfully complete this course without pursuing all of them.

1. **Participation and Attendance (100 pts)**
   Our philosophy of the teaching/learning experience is an interactive one. This is <u>your</u> class. We expect each of you to contribute to this experience by **<u>coming to class prepared by having already read the required</u>**

reading and through active discussion. This requires that you not only read the material, but that you also interact with the reading. We will NOT be feeding you facts that you will then regurgitate. Instead, ideas will be presented and we will ALL challenge ourselves to think critically about these ideas. The format of this class includes some lecture, a lot of discussion, "activities", writing assignments, and exams. **It is also important that you enroll into this course on Blackboard and have an active USF email account. All assignments and announcements will be posted on Blackboard.**

Obviously one must attend class to participate. Unexcused absences and tardies will result in a reduction of participation points. **More than FIVE unexcused absences in this class (which includes the weekly karamu meetings, and Smart Activism workshops, will automatically result in a failing grade.** Students are responsible for all information provided in lectures, discussions, videos, guest speakers, handouts and required reading material. If you have to miss class, we strongly encourage you to borrow notes from one of your classmates.

Reading Memos: To help insure that Tuesday discussions are informed and productive, students will be expected to complete all assigned readings before class, and to prepare a brief written reading memo Reading memos are assigned because they help students remember the general content of the readings and allow us to gauge your completion, comprehension and assessment of the readings. Reading memos have three parts. First write a short summary paragraph for each assigned reading that identifies the 3 – 5 main points from the reading. Second, write a short reflective paragraph that connects the reading to other course materials and your own informed academic perspective. Third list or describe at least one question, criticism, and/or reaction to the readings. Two students will be asked to share their memos each Tuesday.

2. **Integration Papers (100 pts)**
"Integration papers" are 5-7 page essays that bring together the readings from the text (and possibly the classroom discussion) with what you are observing, experiencing and learning from your community and service learning experiences as noted in your journal entries. A handout describing the 5-7 page assignments will be posted on Blackboard. All papers must be typed (12 point font), double spaced, with one-inch margins. Each integration paper will count for 10% of your overall grade.

3. **Quizzes (100 pts)**
There will be two quizzes for this class. They will consist of definitions, short answer, and essay questions that draw upon issues explored in the readings, class discussions and service learning experience. Each quiz will count for 10% of your overall grade. No early quizzes will be permitted.

4. **Final Paper (100 pts)**
You will also be responsible for a research paper that examines the way (s) race impacts a community served by our community partner. A detailed outline of the requirements for the 12-15 page paper will be posted on Blackboard. As part of this assignment, each student will create and present a ten minute poster presentation of their research project. Each student should make an appointment or come by my office hours to discuss the topic of her or his paper. This paper and the poster presentation will count towards 20% of your course grade.

5. **Service-Learning Hours & Journal (100 pts)**
The service-learning component requires that you complete a **minimum of 20 hours** (approx 2 hours per week) of service with a designated community partner. Students will keep an ongoing three part journal that (a) describes what happened at the service experience (b) analyzes how the course content relates to the service experience and (c) applies the course material and service material to your personal life. A handout detailing the journal guidelines will be posted on Blackboard. You also will maintain a service log that documents your hours which will be signed by the on site supervisor. Service-Learning hours and the journal will contribute to 20% of your course grade.

Course Evaluation Criteria:

We know that on occasion, it's difficult to figure out what professors expect of you in order to **EARN** a particular grade. In order to assuage that concern, here is the set of expectations we have of you during this semester; please note that they are *not* listed in order of importance:

- Consistent attendance in class sessions, with you having read the materials, come prepared to discuss the materials, and come prepared to pose any questions that you have;

- Attendance in our office hours whenever you have a question or need help in understanding the materials or issues under discussion;
- Professional and respectful service with the community partner.
- Thoughtful reflection on the course materials and issues in your written assignments;
- The diligent pursuit of all assignments, with you committed to doing your best work on each one;

You will be evaluated in relation to a pre-established standard based on the grading scale below. This means that we will not grade on a curve.

Grade	%	Points		Grade	%	Points
A+	100-97	500-485		C+	79-77	399-385
A	96-93	484-465		C	76-73	384-365
A-	92-90	464-450		C-	72-70	364-350
B+	89-87	449-435		D+	69-67	349-335
B	86-83	434-415		D	66-63	334-315
B-	82-80	414-400		D-	62-60	314-300

Only a verifiable emergency will be considered as a valid excuse for not turning in an assignment or taking an exam on the assigned date. If an emergency arises and you must miss an exam or turn in an assignment late, you MUST contact us on or before that day by calling our office phones. If we are out of the office, be sure to leave a message on the voicemail, including a number where you can be reached. Be sure to keep an extra copy of all assignments in case the copy meant for us gets lost! **Late assignments will be penalized!** They will be marked down to the next lowest grade (e.g., from A to A-, A- to B+, etc.) for each day past the due date, including non-class days and weekends.

We know that you have other courses, wage-earning, and other responsibilities that you have to attend to, and we are sympathetic to the various pulls on your time. However, you should note that we take very seriously what you do in this course, and we expect that your continued presence in this course will mean that you too take that seriously. Failure to attend to your responsibilities in this course will result in your failure in this class.

Academic Dishonesty

Although we do not expect anyone to do so, we must remind you that absolutely NO form of academic dishonesty (defined as the use of prohibited materials during an examination and the representation of another's work as your own whether the work was purchased or freely offered), will not be tolerated in this course. Any act of academic dishonesty will be met with an immediate failure on the assignment and handed over immediately to university administration for charges of academic misconduct. We will discuss how to avoid plagiarism; for additional details, see your student handbook.

Course Schedule

Key for abbreviations

Online Reading Packet = [RDR]

This is a tentative outline of topics to be covered and relevant readings that are to be read by the date listed. Please note that this schedule is subject to change and that all students are responsible for any announcements made in class.

Week 1			
	Th. 8.23	**Introduction to Course and Each Other** Reading: Anzaldúa, Gloria. La Conciencia de la Mestiza [handout]	
Week 2	**Tu. 8. 28**	**Sociology and the Social Problems** Reading: Mills. The Promise [RDR] Blumer. Social Problems as Collective Behavior [RDR] Rubington & Weinberg, "Social Problems & Sociology" [RDR] Best. "Typification and Social Problems Construction" [RDR]	
	Th. 8. 30	Reading: Tatum, Why Are All the Black Kids Sitting Together in the Cafeteria? chapters 1-2 Johnson, Privilege, Power and Difference chapters 1-2	
Week 3	**Tu. 9.4**	**Race as a Social Problem** Reading: DuBois"The Problem of the 21st Century [RDR] Staples The Illusion of Racial Equality [RDR] Walton, Patriots [RDR] Appiah Race, Culture and Identity [RDR] Film: Race: The Power of An Illusion	
	Th. 9.6	Introduction to Service-Learning Film: Agents of Change	
Week 4	**Tu. 9.11**	**Early Sociological Theories of Race** Reading: Omi and Winant, Racial Formation Intro and Part One Film: Race: The Power of An Illusion	
	Th. 9.13	Reading: Johnson, Privilege, Power and Difference chapters 4-7 Exercise: Horatio Algers Walk	
Week 5	**Tu. 9.18**	**Racial Formation** Reading: Omi and Winant, Racial Formation, Part Two	**Sociobiography Due**
	Th. 9.20	Reading: Johnson, Privilege, Power and Difference chapters 8-9 Young "Five Faces of Oppression" [RDR] Exercise: Fishbowl	
Week 6	**Tu. 9.25**	**Racial Formation Con't** Reading: Omi and Winant, Racial Formation, Part Three to End	
	Th. 9.27	Reading: Tatum, Why Are All the Black Kids Sitting Together in the Cafeteria? chapters 3-7	
Week 7	**Tu. 10.2**	**Quiz #1**	
	Th. 10.4	Film: Color of Fear	

Week 8	**Tu. 10.9**	**Beyond Black & White** Reading: Ngeri, Sushi and Grits [RDR] Martinez "Seeing More Than Black and White" [RDR] Cose "Census and the Complex Issue of Race" [RDR]	
	Th. 10.11	Reading: Tatum, Why Are All the Black Kids Sitting Together in the Cafeteria? chapters 8-9 Takaki "A Different Mirror" [RDR] Root, "A Bill of Rights for Racially Mixed People" [RDR]	
Week 9	**Tu. 10.16**	**Race, Class, and Education** Reading: MacLeod, Ain't No Makin It pp. 1-81	
	Th. 10.18	Reading: Johnson, Privilege, Power and Difference chapter 3 hooks "Coming to Class Consciousness" [RDR] Exercise: Why are people poor?	
Week 10	**Tu. 10.23**	**Race, Class, and Education** Reading: MacLeod, Ain't No Makin It pp. 82-163	
	Th. 10.25	Exercise: Storytelling to Engage Multiculturalism	
Week 11	**Tu. 10.30**	**Race, Class, Gender & Sexuality: The Case of Popular Culture** Reading: Hill Collins "Black Sexual Politics' [RDR] After the Imus Controversy [RDR] Film: Hottentot Venus	**Integration paper #2 Due**
	Th. 11.1	Reading: Blumenfeld "How Homophobia Hurts Everyone" [RDR] Lorber "Night to His Day" [RDR] Guest Speakers	
Week 12	**Tu. 11.6**	**Race & Class: The Case of Hurricane Katrina** Reading: Oliver and Shapiro Black Wealth & White Wealth [RDR] Wilson, When Work Disappears [RDR] Frymer, Strolovitch, and Warren, "Katrina's Political Roots and Divisions: Race, Class, and Federalism in American Politics," (1-6). Molotch, "Death on the Roof: Race and Bureaucratic Failure," (1-4). Ross, "Katrina Aftermath Raises Questions of Race," (1-2). Shafer, "Lost in the Flood: Why No Mention of Race or Class in TV's Katrina Coverage?" (1-3). Leo, "Media Still Overplaying Race Card in Katrina Analysis," (1-2). Film: When the Levees Broke	
	Th. 11.8	Reading: Kurtz "The Single-Identity Problem" [RDR] Transborder Experience Preparation	

Week 13	**Tu. 11.13**	**Post 9/11 Racial Profiling** Reading: Bains. Walking While Black [RDR] Bains. Three Days in NYC Jails. [RDR] Jacobs-Huey, The Arab is the New Nigger [RDR] Chehade. Racial Lessons of 9/11 [RDR] Hajjar. "In Times of Trouble" [RDR] Coke, "Racial Profiling Post-9/11: Old Story, New Debate [RDR]	
	Th. 11.15	Reading: Tatum, Why Are All the Black Kids Sitting Together in the Cafeteria? chapter 10 Lipsitz, "Like Crabs in a Barrell" [RDR] Exercise: Case Studies	
Week 14	**Tu. 11.20**	**Race Neutral and Race Conscious Solutions** Reading: Wilson The Truly Disadvantaged [RDR] Skocpol Targeting within Universalism [RDR] Early Understanding Afrocentrism [RDR]	
	Th. 11.22	Thanksgiving – Enjoy the Break!	
Week 15	**Tu. 11.27**	**Quiz #2**	
	Th. 11.29	Presentation Preparation	
Week 16	**Tu. 12.4**	**Presentations**	
	Th. 12.6		
	Tu. 12.11	**Closure with Community Partner**	**Final Paper Due**

Community Organizing: Activism and Social Change
Spring 2008
Soc. 392

Class hours: Mon & Wed 11:35-1:20
Location: Lone Mtn 244A

Instructors:

Professor Stephanie Sears
Office: UC 559
Phone: 422-5482
E-mail: sdsears@usfca.edu
Office Hrs: MW 1:30–2:30 or by appt.

Asst. Dean Mary Grace Almandrez
Office: UC 403
Phone: 422-6484
Email: malmandrez@usfca.edu
Office Hrs: MW 3:00-5:00 or by appt.

For students with disabilities or special needs, please see us if there is anything we can do to help

Course Description

How does social change happen? What do we need to know to be effective change agents? Community organizing can build alliances and coalitions to address local, regional, state and even national and global issues of shared concern. When done collectively and strategically, it can alter power relations and change the conditions and circumstances that shape people's lives. Through a combination of practical experiences in a community based organization, readings that address activism and social change, and in-class reflection and discussion, this course brings together theory and practice to offer students an opportunity to learn how to become effective agents of social change. During our student-led seminar meetings, we will discuss 8 different types of activism as well as discuss case studies of grassroots organizing to gain a stronger understanding of relations of power, oppression and empowerment. In addition to the readings, guest speakers and group discussions, a major component of this course is the mandatory service-learning. Over the course of the semester, students will spend 2 hours per week working at *Seven Tepees Youth Program*, gathering information on local San Francisco communities, examining community issues, observing organizing strategies, and developing action plans. The course culminates with a student created social change project geared toward supporting *Seven Tepees'* efforts in the San Francisco community.

Learning Outcomes

Upon completion of this course, students will be able to:

- Demonstrate knowledge of how sociologists define, study, and analyze activism and social change through assigned readings, class discussion, papers and the social change project.
- Identify and critique the multiple and varied strategies people use to implement social change through in class discussion, papers and the social change projects.
- Find, gather and interpret qualitative and quantitative information about communities and community organizations through papers and social action project.
- Draw upon their service with a community partner to draft a community action proposal that examines the interrelated causes and pose potential solutions to social problems.
- Demonstrate an awareness of social and cultural issues, including considerations of race, ethnicity, class, gender, and sexuality via in class discussion, papers and social action projects.
- Develop a greater understanding of human agency and recognize the significance of their contribution to community via the service-learning, reflection portfolio and community projects.
- Engage and assess their role as an active citizen through participation in community organizations and the social change project.

Service-learning at *Seven Tepees*

A major component of this course is your service-learning. Your service-learning activities are intended to put the University's mission to serve the larger community into action. In this capacity you are expected to provide direct service as needed by *Seven Tepees* as well as act as a participant researcher, gathering data to help inform your understanding of the causes and consequences of social problems, activism, and social change. The primary goal of your service experience in the wider community is to bring to life activism such that, your practice will inform your ideas and your ideas will inform your practice. During the semester, you will be providing assistance (broadly defined) to community residents through your service-learning and creating a project or product **with** *Seven Tepees*. The nature of your project or product is a direct result of your work with *Seven Tepees* and reflects the needs of the organization, your learning, and creativity. We will integrate the service-learning experience with the course curriculum through such methods as directed readings, reflective writing, and group discussion. Your service-learning is expected to begin by the third week of the course.

The service-learning component of this course is mandatory. Your grade in the course will reflect the fulfillment of your service-learning obligations as well as your integration of your experience with course material. Failure to complete the fieldwork component may result in a failing grade for the course. The service-learning requires that you complete a minimum of 20 hours (approx 2 hours per week) of service with *Seven Tepees*. While serving at the community based agency, you will be expected to act in a responsible manner. You must keep scheduled work hours and complete assigned duties. You also are expected to maintain good working relationships with supervisors and peers. Conduct that is deemed unacceptable to the agency supervisor may result in you being dismissed from that placement. If this is a problem for you, you must see me as soon as possible.

Process for termination of an service-learning

If at any point during the semester your service-learning experience no longer meets the above criteria, you should approach the instructors immediately to discuss options to improve the situation, and/or terminate the service-learning. If the service-learning experience must be terminated for any reason, the instructors will work with the student to secure a new placement, as soon as possible.

Students should not, under any circumstances, remain in a service-learning organization in which their personal, physical or emotional health is jeopardized or harmed.

REQUIRED TEXTS:

There are **4** required texts for this course. There is also a packet of required readings available on Blackboard.

1. Lappe, Frances Moore and Paul Martin Du Bois. 1994. *The Quickening of America: Rebuilding Our Nation, Remaking Our Lives*. San Francisco: Jossey-Bass.
2. Komives, Susan R.. Lucas, Nance and Timothy R. McMahon. 2006. *Exploring Leadership: For College Students Who Want to Make a Difference.* San Francisco: Jossey-Bass.
3. Kouzes, James M. and Barry Z. Posner. 2003. *The Leadership Challenge.* San Francisco: Jossey-Bass.
4. Sen, Rinku. 2003. *Stir it Up: Lessons in Community Organizing*. San Francisco: Jossey-Bass.
5. *Online Reading Packet* available through BlackBoard.

Course Requirements

Reflection Papers (2)	100 pts	10%
Social Problem Research Paper	100 pts	10%
Community & Org Assessment	100 pts	10%
Change Proposal	100 pts	10%
Change Project	100 pts	10%
Presentation (2)	150 pts	15%
Portfolio	50 pts	5%
Participation	150pts	15%
Service-learning + Journal	150pts	15%

There are several types of assignments you'll be asked to complete this semester. You cannot successfully complete this course without pursuing all of them.

1. **Participation (Attendance, Punctuality and Leading Class Discussion): 150 pts or 15%**
   Our philosophy of the teaching/learning experience is an interactive one. This is your class. We expect each of you to contribute to this experience by **coming to class prepared by having already read the required reading and through active discussion**. This requires that you not only read the material, but that you also interact with the

reading. In addition, each student will be responsible for leading one class discussion. A handout detailing the requirements will be available on Blackboard.

Obviously one must attend class to participate. Unexcused absences and tardies will result in a reduction of participation points. **Arriving to class more than FIVE minutes late will result in an unexcused absence. More than FIVE unexcused absences may result in a failing grade.** Students are responsible for all information provided in class. If you have to miss class, we strongly encourage you to borrow notes from one of your classmates.

2. **Service-learning (Hours at Site and Journal): 150 pts or 15%**
As noted earlier, the service-learning component of this course is mandatory. You must complete a minimum of 20 hours (approx 2 hours per week) of service with *Seven Tepees*. Your grade in the course will reflect the fulfillment of your service-learning obligations as well as your integration of your experience with course material.

Journal: As part of the service-learning experience you will be expected to keep a journal that will be the cornerstone of your analysis and reflection for the course. Your journal will contain three different kinds of entries: 1) descriptions of social facts and your observations (i.e. the raw data), 2) analyses of your observations, and 3) your reflections based on your observations or analyses. You should plan to set aside time after each visit to your site to make entries in your journal. You will have to develop a pattern that is practical and comfortable for yourself in order to sustain this practice throughout the semester. It is virtually essential that you have access to a word processor for making your journal entries. This is helpful for three reasons: 1) you can jot down rough notes on paper in the field during or immediately after your service work, then create journal entries soon afterwards on the computer (these tend to be more reflective and analytical than stream-of-consciousness hand-written entries, which tend to be more descriptive); 2) you can go back to descriptive entries (and even analytical entries) in your files and insert analytical or reflective entries later, after you have had the chance to think about the issue more or have had other observations with which you can compare them; and 3) the material you enter into the word processor can be extracted and modified quite easily for later incorporation into assigned papers.

Students' service-learning grade will be determined based upon their completed journal, regular, respectful and responsible participation/attendance with community partner, formal and informal evaluation by community supervisor(s), and a self-evaluation at the end of the semester.

3. **TBX Presentation: 100 pts or 10%**
This presentation is an opportunity for you to share with the Sociology faculty and students as well as the larger USF community your Transborder experience.

4. **Change Project Portfolio (600 pts or 60%)**
The social action or change project is composed of 8 components and combined accounts for 60% of your final course grade. Students will meet with community members to create an action project that supports local organizing efforts. Projects should be designed to achieve some measurable outcomes by the end of the semester. The Change Project has several key components:

A. **Reflection Paper #1: 50 pts or 5%**
Over the course of the semester you will write **TWO** reflection papers. In each paper you must INTEGRATE the readings from the text (and possibly the classroom discussion) with what you are observing, experiencing and learning from your community experience. You must MAKE CONNECTIONS!!! These papers give you an opportunity to reflect on social problems and social change in the hopes that by writing about what you personally are learning, you can come up with new ideas and/or evaluate your own practice. A handout describing the 2-4 page assignments will be posted on Blackboard. Each paper will be graded on a Pass/Fail basis. A passing paper is worth 25 points, a failing paper worth 0 points. To pass, the paper must carefully discuss at least three readings and your service-learning experience. Failing papers maybe eligible for revision and resubmission.

B. **Empirical Research Paper on Social Problem being addressed by Community Partner: 100 pts or 10%**
This 5-7 page paper will address the social problem(s) being addressed by *Seven Tepees*. Specifically, this empirical paper will identify what is known about the social problem as well as identify and evaluate efforts aimed at ameliorating this problem. A handout describing this assignment will be available on Blackboard.

C. **Community Description and Organizational Assessment: 100 pts or 10%**

This paper, approximately 5-7 pages in length, provides a history and overview community served by *Seven Tepees* as well as an overview and history of the organization. A handout describing this assignment will be available on Blackboard.

D. **Change Project Proposal: 100 pts of 10%**
Based upon the research gathered on your organization, your knowledge of community organizing, and your experiential learning opportunities this semester, you goal is to propose strategy for change in your interest area. This proposal has several key components: Introduction / Problem Statement, Literature Review (Empirical Paper), Needs Assessment, Description of Change Project and Proposed Method of Evaluation. A handout describing this assignment will be available on Blackboard.

E. **Change Project: 100 pts or 10%**
Each student (or team) must complete their change project by April 30th 2008.

F. **Reflection Paper #2: 50 pts or 5%**
See description in "A".

G. **Presentation: 50 pts or 5%**
Each student or team will present their project to the class, EMDS supporters and our community partner.

H. **Portfolio: 50 pts or 5%**

CLASS POLICIES

Course Evaluation Criteria:

We know that on occasion, it's difficult to figure out what professors expect of you in order to **EARN** a particular grade. In order to assuage that concern, here is the set of expectations we have of you during this semester; please note that they are *not* listed in order of importance:

- **Be 'in time' and "on time".** Consistent attendance in class sessions, with you having read the materials, prepared to discuss the materials, and prepared to pose any questions that you have;
- Attendance in our office hours whenever you have a question or need help in understanding the materials or issues under discussion;
- Professional and respectful service with the community partner;
- Thoughtful reflection on the course materials and issues in your written assignments;
- The diligent pursuit of all assignments, with you committed to doing your best work on each one.

Only a verifiable emergency will be considered as a valid excuse for not turning in an assignment on the assigned date. If an emergency arises and you must turn in an assignment late, you MUST contact us on or before that day by calling our offices. If we are out of the office, be sure to leave a message on the voicemail, including a number where you can be reached. Be sure to keep an extra copy of all assignments in case the copy meant for us gets lost! Late assignments will be penalized! They will be marked down to the next lowest grade (e.g., from A to A-, A- to B+, etc.) for each day past the due date, including non-class days and weekends.

Academic Dishonesty

Although we do not expect anyone to do so, we must remind you that absolutely NO form of academic dishonesty (defined as the use of prohibited materials during an examination and the representation of another's work as your own whether the work was purchased or freely offered) will not be tolerated in this course. Any act of academic dishonesty will be met with an immediate failure on the assignment and handed over immediately to university administration for charges of academic misconduct. We will discuss how to avoid plagiarism; for additional details, see your student handbook.

Course Schedule

This is a tentative outline of topics to be covered and relevant readings that are to be read by the date listed. Please note that this schedule is subject to change and that all students are responsible for any announcements made in class.

Week 1			
	W. 1.23	**Introduction to Course**	
Week 2	**M. 1. 28**	**Sociology of Social Change** **Reading:** Lappe: Part One (p. xiii-69) Sen: Intro & Chp 1 (xiii-p.23)	Do Quizzes & Bring to Class next Mon.
	W. 1. 30	Community Partner Orientation	
Week 3	**M. 2.4**	**Review of Intersectionality** **Reading: TBA (online @ Blackboard)**	**Service-learning Begins**
	W. 2.6	**Reading:** Komives, et. al., Chapters 1-3	
Week 4	**M. 2.11**	**Reading:** Komives, et. al., Chapters 4-8	
	W. 2.13	**The Politics of Education** **Reading: TBA (online @ Blackboard)**	Reflection Paper #1
Week 5	**M. 2.18**	No Class	
	W. 2.20	Facilitation Training Part I	
Week 6	**M. 2.25**	**Key Elements of Social Activism** **Reading:** Sen, (p. 23-78 & 97-184)	
	W. 2.27	Facilitation Training Part II Guests: Social Justice Educators Program (SJEP) participants	Social Problems Paper
Week 7	**M. 3.3**	TBX Presentation Prep **Reading:** Lappe, Part 3 (p. 233-302)	
	W. 3.5	TBX Presentation Prep	
		Part Two Types of Social Activism	
Week 8	**M. 3.10**	**Scholar Activism: Sociology and Social Change** **Reading:** Nyden (p. 3-28, 112-119, 120-128 & 233-242) **online @ Blackboard)**	
	W. 3.12	**Reading:** Komives, et. al., Chapters 9-11	Org. Assessment & Community Description

		SPRING BREAK **March 17- March 21**	
Week 9	**M. 3.24**	**Direct Action** **Reading:** Sen, Chp 4 (p. 79-96) Shaw, Chp 7 **online @ Blackboard)**	(Code Pink)
	W. 3.26	**Reading:** Komives, et. al., Chapters 9-11	
Week 10	**M. 3.31**	**Direct Service & Client Advocacy** **Reading:** Lappe, Chp 7 *The Korean Women's Hotline & the Politics of Community* **@ Blackboard** *Shelter Politics & the Power of the Feminist Voice* **@ Blackboard**	
	W. 4.2	**Social Change Model** Guest Lecturer: Dr. Greg Wolcott	**Change Proposal Due**
Week 11	**M. 4.7**	**Neighborhood Organizing & Community Development** **Reading:** Lappe, Chp 6 *Toxic Waste Protests* **@ Blackboard** *Conversation, Research and Struggles over Schooling* **@ Blackboard**	(CTWO / LEJ)
	W. 4.9	**Reading:** Kouzes and Posner (entire text)	
Week 12	**M. 4.14**	**Issues Advocacy & Institutional Change** **Reading:** Lappe, Chp 9 *Competing Strategies in the Struggle* **@ Blackboard** *Japanese Fight for Dignity and Reparations* **@ Blackboard**	
	W. 4.16	Panelists: Youth Activists for Social Change	
Week 13	**M. 4.21**	**Electoral Politics** **Reading:** Lappe, Chp 8 *Welfare Recipients Organize for their Rights* **@ Blackboard** *Black Americans Demand Jobs in San Francisco* **@ Blackboard**	
	W. 4.23	Conflict Mediation Training Part I	
Week 14	**M. 4.28**	**Culture and Social Change** **Reading:** Sen Chp 8 *The Challenge of Hip Hop* **@ Blackboard** *Women's Culture and Lesbian Feminist Activism* **@ Blackboard** Lappe, Chp 6	Rhodessa Jones
	W. 4.30	Conflict Mediation Training Part II	**Change Project Completed**
Week 15	**M. 5.5**	**Faith Based Social Justice** **Reading:** *Religious Groups as Crucibles of Social Movements* **@ Blackboard** **Additional reading TBA (online @ Blackboard)**	
	W. 5.7	Panel: Community Activists in Faith-Based Institutions	
		Presentations	**Final Reflection & Portfolio Due**

STORYTELLING TO ENGAGE MULTICULTURALISM (STEM)
A Multicultural Student Services, Health Promotion & Services, and Office of Residential Life Collaboration

The Goal

The goal of the program is to utilize storytelling and the arts as vehicles to help all participants understand the ways in which they experience the world similarly or differently across difference. Storytelling to Engage Multiculturalism (StEM) will focus on viewing the stories and messages by which we are commonly bombarded using a more critical eye. Simultaneously, we will explore the stories and messages we often have limited access to.

A participant who whole-heartedly participates in this program can expect to come away with:

- A greater knowledge of self
- A more developed sense of self efficacy
- Tools or mediums to help express one's own voice
- A greater respect for the experiences and differences of others
- A more developed critical eye as it pertains to history and the daily messages one receives about the world around one's self
- A greater sense of community here at USF

Some of the artistic mediums that may be explored include:

- Painting
- Music
- Photography
- Animation
- Theater
- Drawing
- Video
- Cartooning
- Spoken Word

Group Agreement

Before a student can participate in Storytelling to Engage in Multiculturalism, the student must first commit to the following group agreements:

1. **Your personal best is the standard.** We are not here to recreate the next Saul Williams, Jill Scott, John Leguizamo, Melissa Ethridge, Gloria Anzaldua or Aaron McGruder; we are here to develop ourselves, as artists and thinkers, to the best of our abilities.
2. **Attendance.** A participant may miss a maximum of 2 sessions.

While we will not hand out a grade for this program, we do require effort and commitment from the selected participants so as to respect fellow participants, facilitators, and the applicants who were not selected. Here are the dates to which a participant would need to commit:

PROGRAM OUTLINE

I. GETTING TO KNOW ONE ANOTHER. WHO ARE WE AND WHAT IS THE STORYTELLING TO ENGAGE MULTICULTURALISM PROGRAM?

September 10, UC 417:	Introduction to StEM This is how I walk Strike a Pose with Meaning
September 17, UC 417:	Name Quick-Draw Power of Imagery Cover Stories **Assignment: Photography**
September 24, UC Fog 'n Grog:	Stock Stories and Concealed Stories: Two Sides of the Same Coin; Resistance Stories and Counter-Stories: The Capacity to Consciously Challenge the Status Quo. **Assignment: Finish Photography Project**

II. EXPLORING IDENTITY AND ARTISTIC MEDIUMS TO DISCOVER VOICE

October 1, 2007, UC 417:	Viewing: You But Not Of You **Assignment: Lyrics that Irritates you to No End.**
October 8, 2007 UC 417:	Music and Gender **Assignment: Music of Resistance**
October 15, 2007, UC 417:	Imagery and Racism **Assignment: Polish your favorite piece**
October 22, 2007, UC 421:	Internal Showcase **Assignment: TBA**
October 29, 2007, UC 417:	Heterosexism and medium to be determined **Assignment: TBA**
November 5, 2007, UC 417:	Abelism and Drawing **Assignment: TBA**
November 12, 2007, UC 417:	Classism and medium to be determined **Assignment: TBA**
November 19, 2007, UC 417:	Topic and medium TBA **Assignment: Polish your final piece**

III. PREPARATION AND PERFORMANCE

November 26, 2007, UC 421:	Showcase Preparation **Assignment: Polish your final piece**
December 3, 2007, McLaren 250:	Storytelling to Engage Multiculturalism Showcase

Social Justice Educators Program 2008

Weekly Schedule

Week 1: January 28, 2008
- Introductions
- Social Identity Profile
- Move Into the Circle

Week 2: February 4, 2008
- What matters to me and why (in triads)
- Meteor Strike (discussion in fish bowls)

Week 3: February 11, 2008
- Active Listening: Tell me who you are
- Vulnerability: Four Corners

Week 4: February 25, 2005
- Interns model dialogue session—"Sexism"

Week 5: March 3, 2008
- Tools for facilitating dialogue

Week 6: March 10, 2008
- Student dialogue—"Classism"

Week 7: March 24, 2008
- Student dialogue—"Body Image"

Week 8: March 31, 2008
- Student dialogue—"'Whitewashedness'"

Week 9: April 7, 2008
- Student dialogue—"Christian Dominance"

Week 10: April 14, 2008
- Dominant and Subordinated Identity
- Cycle of Socialization

Week 11: April 21, 2008
- Dialogue Pitfalls
- 6 Steps to Confronting Bigotry (from Speak Up)

Week 12: April 28, 2008
- Ally Behavior
- Coalition Building

USF CFCC
Constitution of the University of San Francisco

Article I. Name

The name of this organization shall be the Culturally Focused Clubs Council (CFCC) and shall be representative of all the Culturally Focused Clubs and Organizations at the University of San Francisco (USF), provided they meet and follow the requirements stated in this Constitution, and are recognized by the office of Student Leadership & Engagement (SLE).

Article II: Mission

First and foremost, CFCC is dedicated fostering a more socially just community here at USF. Furthermore, the mission of CFCC at USF is to aid in the development of the university's recognized Culturally Focused Clubs and Organizations and their individual members. Involvement in leadership activities and a commitment to open communication is the foundation upon which CFCC will inspire collaboration, empowerment, and multiculturalism.

Article III: Purpose

CFCC is the governing body for the wellbeing and benefit of Culturally Focused Clubs and Organizations (referred to as CFCs herein after) at USF. CFCC will provide a forum for voicing concerns relevant to CFCs, and will address issues raised on the local and collegiate level. Additionally, it will promote a sense of community among all CFCs in an effort to foster collaboration and a more cohesive community among Culturally Focused Clubs.

Article IV: Membership

Section I: *Eligibility*

Membership shall be open to CFCs of all races, color, creed, irrespective of sexual orientation and religion. All university-recognized CFCs at the University of San Francisco shall be eligible for membership of CFCC. All CFCs must be recognized by USF and the Associated Students of USF (ASUSF) and be in good standing with Multicultural Student Services and/or International Student Services.

Section II: *Associate Membership*

A. A group of individuals who wish to form a CFC at USF, and desires to be an associate Member of the CFCC, must complete the following requirements:

1. Present a written petition to each delegate and the Executive Board of CFCC at a regular CFCC meeting. This petition shall be signed by at least five undergraduate students at USF who are currently associated or interested in joining that particular organization.

2. Associate Membership applicants must request to be placed on the CFCC agenda as an action item to be granted Associate Membership.

3. Submit a portfolio with the following:
   a) Name of Organization
   b) Mission Statement
   c) Constitution
   d) Name of each person of the club or organization (roster)

e) Statement of long and short term goals
f) Philanthropy/Community service involvement

B. Associate Member requests will be accepted and voted upon only any CFCC meeting of the fall and spring semesters.

C. When all criteria in Section II, A have been met, Associate Membership is granted to any Culturally Focused Clubs and lettered organization upon approval with a 2/3 vote of the CFCC.

D. Associate Membership is granted for one semester. During this probationary period, Associate Members must complete the following:

1. Attend all CFCC Meetings.
2. Adhere to the CFCC Constitution, rules and regulations of SLE and USF.

E. Associate Members shall participate in all CFCC events and shall be represented on the council by a member of said club or organization's choice. Delegates shall act in full capacity without voting rights and cannot hold an elected office.

F. If the interested group is not eligible after the Associate Membership status expires, or after an unfavorable vote from the Active Members of the CFCC, said group may re-petition with the procedure outlined in Section 4 of this Article. If the interested group fails a CFCC vote after the second Associated Membership period expires, the group must wait a full academic semester before re-petitioning the CFCC for Associate Membership.

Section III: Regular Membership

A. Regular Membership is granted by a 2/3-majority vote of members present and completion of requirements in Section II, B and/or after completion of the Associate Membership requirements.

B. Regular Members must fulfill the following requirement in order to remain in good standing with CFCC:

1. Attend all CFCC meetings.
2. Adhere to the CFCC Constitution and the rules and regulations of SLE and the University.

C. For CFCs whose Regular Members do not comply with the above mentioned guidelines (Article IV, Section III, B), membership may be terminated (Article VII, Section VII, C). A member of the CFCC shall be considered in good standing except where one or more of the requirements in Article IV, Section III, B are not followed.

Article V: Responsibilities of Members

A CFC currently recognized (Regular or Associate) by CFCC will be called a Member. Each Member will be represented by a representative of the club or organization.

Section I: Each year, each member chapter will submit to the CFCC Secretary copies of its constitution, mission statement, and major events for the year.

Section II: Each semester, each member chapter will submit to the CFCC Secretary a roster of all affiliated members, complete with mailing addresses, e-mail addresses, and phone numbers, within a date specified by the Executive Board.

Section III: Chapters failing to submit a roster as described in Article V, Section II shall lose voting rights during CFCC meetings and will be reviewed by SLE.

Section IV: Voting privileges will be reinstated once the roster is submitted in accordance with Article V, Section II.

Article VI: Delegates Responsibilities

Section I: Each member of CFCC shall have one consistent delegate on CFCC. The delegate will cast one vote on behalf of his or her organization.

Section II: Each delegate may not represent more than one CFC on CFCC.

Section III: CFCs with Associate Membership shall have one non-voting delegate on CFCC.

Section IV: Council representatives are members of their respective CFC and must be a registered undergraduate student at the USF. If said representative is unable to attend meetings, he or she must designate a proxy of the CFC to attend.

Section V: Delegates on CFCC are not permitted to serve as members of the Executive Board concurrently.

Section VI: Delegates shall attend ALL meetings. Attendance will be counted at each regular meeting. Replacement of the delegate must be submitted in writing. If the delegate is not able to attend a meeting, but another representative attends as their proxy, the CFC will be counted as being 'present' and will have a voice and voting privileges. Attendees present not allowed to vote will be notified by the CFCC Secretary at the meeting.

Section VII: Graduate students may not serve as an officer, committee chair, or delegate of CFCC.

Article VII: Meetings

Section I: Regular

The CFCC shall hold at least one regular meeting during the months of September, October, November, December, February, March, and April. The council will vote on the regular meeting schedule at the first meeting of the semester.

Section II: Special

A special meeting of the CFCC may be called by the President at her/his request or, upon the written petition of at least 50% of the Members of the Council. All Members shall be given at least 48 hours notice prior to the meeting.

Section III: Notification

The delegates from each Member shall be responsible for notifying their respective chapter members of all regular and special meetings of the CFCC.

Section I: Majority

A majority (50% +1) of the Regular Members shall constitute a quorum for the transaction of business. A meeting may be started without a quorum, but no business shall be voted upon. Officer reports may be given.
Section V: Authority
All Regular and Special Meetings of the CFCC shall be conducted according to Robert's Rules of Order, Newly Revised 9th edition – enforced by the Parliamentarian.

Section VI: Attendance of Members

A. Excused Absences

1. Each CFC is permitted excused absence(s) as determined by the Executive Board on a case by case scenario. Upon absence, said CFC will receive a verbal warning by the CFCC Parliamentarian.

B. Unexcused Absences

1. One unexcused absence per chapter will result in:
    a. Written warning
2. Two unexcused absences will result in:
    a. Second written warning and
    b. A meeting with The Coordinator For Student Organizations, Advising, and Involvement
3. Three unexcused absences will result in
    a. The loss of privileges given by SLE and ASUSF for the remaining of the semester.
    b. Organization will be placed on probation until the first meeting of the next semester for review of active status.

C. Tardiness

1. Three tardies per delegate shall be the equivalent of one absence. The definition of tardiness will be determined by the CFCC at the first meeting of the year by a vote.

Section VII: Probation and Termination of Membership

A. Terms of Probation:

1. Probation is defined as the suspension of said CFCs Recognized Status. This will constitute the immediate freezing of ASUSF funding and all privileges offered through SLE.

2. Any CFC on probation will regain Recognized Status at the first meeting of the following semester; provided that the said organization meets the requirements for Associate/Regular Membership status during their probationary period.

B. Grounds for Probation

1. Any CFC having three unexcused absences shall be subject to probation.

2. For non-compliance with membership requirements outlined in Article IV, Section II and Article IV, Section III.

C. Grounds for Termination of Membership

1. If an Associate Member does not complete the requirements of the Associate Member probationary period, they will automatically lose their associate status with the CFCC and Recognized Status with SLE. The Secretary of the CFCC will notify the CFC in writing within one week of termination.

2. Any CFC that has been terminated by the CFCC can petition to regain their Regular/Associate status at the first meeting of the semester following the termination, upon a 2/3 majority vote of members present.

3. Hazing of any kind (as defined in California AB 1265) shall constitute as immediate grounds for termination from the CFCC.

6. A Member has the right to appeal (refer to CFCC Bylaws for appealing process).

Article VIII: Voting

In this Constitution, the CFCC Bylaws, and CFCC Orders of Operation, the following definitions apply:

Approval by general membership (active Regular members) or committee members: majority approval by active members present and voting at Regular, Special or Committee Meetings.

Majority vote: more than half of the votes (50% +1) cast by members entitled to vote, excluding blanks or abstention.

Two-thirds vote: at least two-thirds of the votes cast by members entitled to vote, excluding blanks or abstentions; similarly for three-fourths vote.

Those members present and voting: the right of abstention is possible. In this case, an abstention is considered a non-vote. This means a Member has declared a neutral side with no impact on motion passage. The specified proportion (majority, two-thirds, etc.) needed to pass the motion is based only on the "yes" and "no" votes cast by the Active Members present at the meeting; abstentions are irrelevant.

Those members present: the right of abstention is not possible. In this case, an abstention has the same effect as a negative vote because the percentage of affirmative votes needed is based on the total number of members present, whether they are voting or abstaining. So, in order to pass the motion, all Active Members present at the meeting must cast affirmative votes by the specified proportion (majority, two-thirds, etc.) of.

The total active membership: the right of abstention is not possible here. In order to pass a motion, affirmative votes must be cast by the specified proportion (majority, two-thirds, etc.) of the entire active membership, whether or not all of the active members are present at the meeting.

Section I:

Each Regular Member Chapter in CFCC shall have one (1) vote. All votes shall be cast by show of hands or upon approval of a secret ballot.

Section II:

The requirement for approval of all actions or decisions by the CFCC requires a simple majority (50%+1) except where a rule in this Constitution specifies otherwise.

Section III:

Executive Board members are non-voting members of CFCC.

Section IV:

In the event of a tie vote, the President of CFCC will cast the tie-breaking vote.

Section V:

If a CFC does not actively participate in CFCC activities/meetings the organization will lose voting and membership rights for that semester.

Article X: Elected Officers

Section I: Positions

The elected officers of the CFCC shall be the President, Vice President, and Events Coordinator. They shall represent the Executive Board of the CFCC.

Section II: Executive Meetings

The Executive Board shall meet on a regular basis or more at the discretion of the Executive Board.

The Executive Board shall attend ALL meetings. Any unexcused absence will receive a ten dollar ($10) deduction from their stipend. Tardiness or absences may be excused with a twenty-four (24) hour advanced notice. Exceptions may be made at the discretion of the Executive Board with regard to circumstance.

Section III: Running for Executive Board Position

A. Anyone from a Culturally Focused Clubs and Organization that has been active for at least 2 semesters is eligible for Culturally Focused Clubs and Council elections.

B. To ensure eligibility, individual must undergo a detailed screening process.

C. Guidelines:

1. Process consists of the following procedures:
    a) Individual must submit the following documentation:
        - An application created by the Culturally Focused Clubs and Council
        - A personal resume

    b) Individual must be able to answer pertinent questions relating to the desired position in a conducted interview.

    b) Individual must deliver a brief speech at a designated Culturally Focused Clubs and Council meeting for the current Culturally Focused Clubs and Council E-board and delegates of Culturally Focused Clubs and Organizations.
2. Voting for nominees is in April, and is restricted to only delegate of the Culturally Focused Club and Council.
3. Only one member per Culturally Focused Club and Organization may be a part of the Executive Board.

Section IV: Elections

A. Elections shall be held by secret ballot in April of each school year.

B. Elected officers shall serve for one year, taking office at the transition meeting at the end of the spring semester.

C. A two-thirds vote of Member chapters is required to remove an officer from office (refer to CFCC Bylaws).

D. The officers shall be representatives from Regular Members who hold Active Membership in the CFCC. Delegates from CFCs holding Associate Membership are not eligible to run for or hold office.

F. To be eligible to run for an executive board position, students must have been a member in good standing of a Culturally Focused Clubs and organization for two consecutive semesters at the time of the election.

G. Any officer(s) not able to fulfill his/ her duties as outlined in this Constitution and the CFCC Bylaws shall resign and a successor will be elected.

H. Any Member CFC may not have more than one delegate from his/ her CFC the Executive Board per term.

I. Members of the Executive Board shall have no vote at CFCC meetings.

J. Vacancies:

1. Vacancies, of any Office or Committee Chair, shall be filled at the following meeting for the un-expired portion of the term.
2. An Office will be considered vacant if the officer who holds the position is absent from any three meetings.

Section X: Duties of Executive Officers

The duties of Executive Officers are found in the CFCC Bylaws.

Article XI: Committees

Section I:

> The CFCC Executive Board reserves the right to appoint any special committee at its discretion to examine or address issues pertinent to the Culturally Focused Clubs and community.

Article XII: Amendments

Section I:

Amendments to the CFCC Constitution require three readings and a two-thirds vote of CFCC Regular Members, provided that each member has reviewed and discussed the proposed amendment. Two-thirds majority of the CFCC membership must be present for ratification.

Respectfully Submitted,

Culturally Focused Clubs and Council Authors
Erin-Kate Escobar
Christina Mireles

This constitution was compiled/designed from the Greek Council constitutions of Illinois Institute of Technology, San Francisco State University, University of Nevada, Washington State University and the original University of San Francisco Culturally Focused Clubs and Council constitution.

Freedom Alliance of Culturally Empowered Students (FACES)

The Freedom Alliance of Culturally Empowered Students (FACES) is an organization that works toward a more inclusive, multicultural university and society through socio/cultural, educational and political activities. FACES focuses on issues facing students of color and works to proactively formulate plans for improvements. The goals of FACES are the following:

Envision a future that is inclusive of all people and that honors and respects differences and diversity.

Focus on issues affecting students of color and the community at large to be able to understand, conceptualize improvements, and implement changes through substantive and active participation.

Empower students of color by providing the tools and education for dialogue, critical thought and self-definition.

Create a safe comfortable and supportive environment for all to participate.

Advocate for students of color in regards to policies and procedures at USF.

You are cordially invited

To the 1st Asian Pacific Islander Graduation

EMBRACE, EMERGE, EMPOWER

Please join us as we honor the graduating Asian, Pacific Islander and Desi American students.

When: May 6th, 2007
Where: McLaren Complex
Time: 6pm

Seventh Annual

Latino Recognition Ceremony

May 16, 2007

Ceremony:
St Ignatius Church
6:30pm to 8:00 pm

Reception:
McClaren Complex
8:00 pm to 10:00pm

First-Year Academic Discipline and Dedicated Service Award

Presented and Sponsored by Multicultural Recruitment and Retention

This award honors the achievement of a first-year student who has achieved a fall GPA of 3.0 or higher and provides leadership and service to the USF community in the spirit of the University mission.

The Faculty of the Year Award

Presented and Sponsored by Los Conquistadores

The faculty of the year award is presented to a faculty member who dedicates her or his experience, knowledge, and scholarship to Latino students. This faculty member also contributes endless energy and support to the Latino community. This professor demonstrates a commitment to: academic excellence through teaching, workshops, and publications; diversity and respect of differences among student, faculty, and staff; and service for the common good.

Staff Member of the Year Award

Presented and Sponsored by Latinas Unidas

This award is presented to a staff member who dedicates her/his experience and knowledge to the Latino students and has a genuine interest in serving the Latino community with time and enthusiasm. S/he is a pillar of support for Latino students and willingly does everything s/he can to ensure the USF community provides a sense of Latino belonging.

Felicidades! On behalf of the 2007 Latino Recognition Ceremony Committee, we are excited to share this milestone with you. This event celebrates the achievements of the Class of 2007 and acknowledges the support of family, friends and mentors. We wish to recognize the accomplishments and greatness of our graduating students within the Latino community. These students have contributed many gifts to the University of San Francisco and we look forward to seeing their impact in this world as men and women for and with others.

Sincerely,

The 2007 Latino Recognition Ceremony Committee:

Vanesa Barriga
Andrea Cano
Luis Cervantes
Lesliegh Hooker
Diego Loira
Lupita Lopez
Joeline Navarro
Alyssa Perez
Carlos Ramirez
Natalie Schlegel
Gabriela Téllez

Welcome Address

Lesliegh Hooker and Gabriela Téllez

LRC Co-Chairs

Gabriela Téllez and Carlos Ramírez

Masters of Ceremony

Opening Prayer

Javier Santiago Ortiz Correa

Keynote Speaker

Julio Moreno

Graduating Senior Reflections

Edgard Samayoa and Natalie Rocha

Presentation of Certificates and Stoles

Gerardo Marin and Mary Grace Almandrez

Presentation of Awards

Latina/o Student Organizations, Faculty, Staff, and Alumni

Closing Prayer

Javier Santiago Ortiz Correa

Please join us in the McLaren Complex for the Latino Recognition Reception.

Leadership and Ally Building Award

Presented by Latino Alumni Society

This award is presented to a graduating student who has made exceptional contributions to the development of a multicultural campus community and who continues to be an advocate for a greater cause.

Inspiration and Community Empowerment Award

Presented and Sponsored by

Movimiento Estudiantil Chicana/o de Aztlán

This award recognizes a graduating student who stands up for her or his ideals, strikes out injustice, bestows unconditional respect upon all beings, empowers groups and individuals to flourish, and recognizes the significance of small acts in the effort to attain a greater vision.

Community Service Award

Presented and Sponsored by

Latin American Student Organization

This award is presented to a graduating student who delivers his or her time and energy to community service. This student is selfless to needs of others and acts as a pillar for the Latino community. The nominee has served others by giving significant time to the community, and actively promoting equality and social justice.

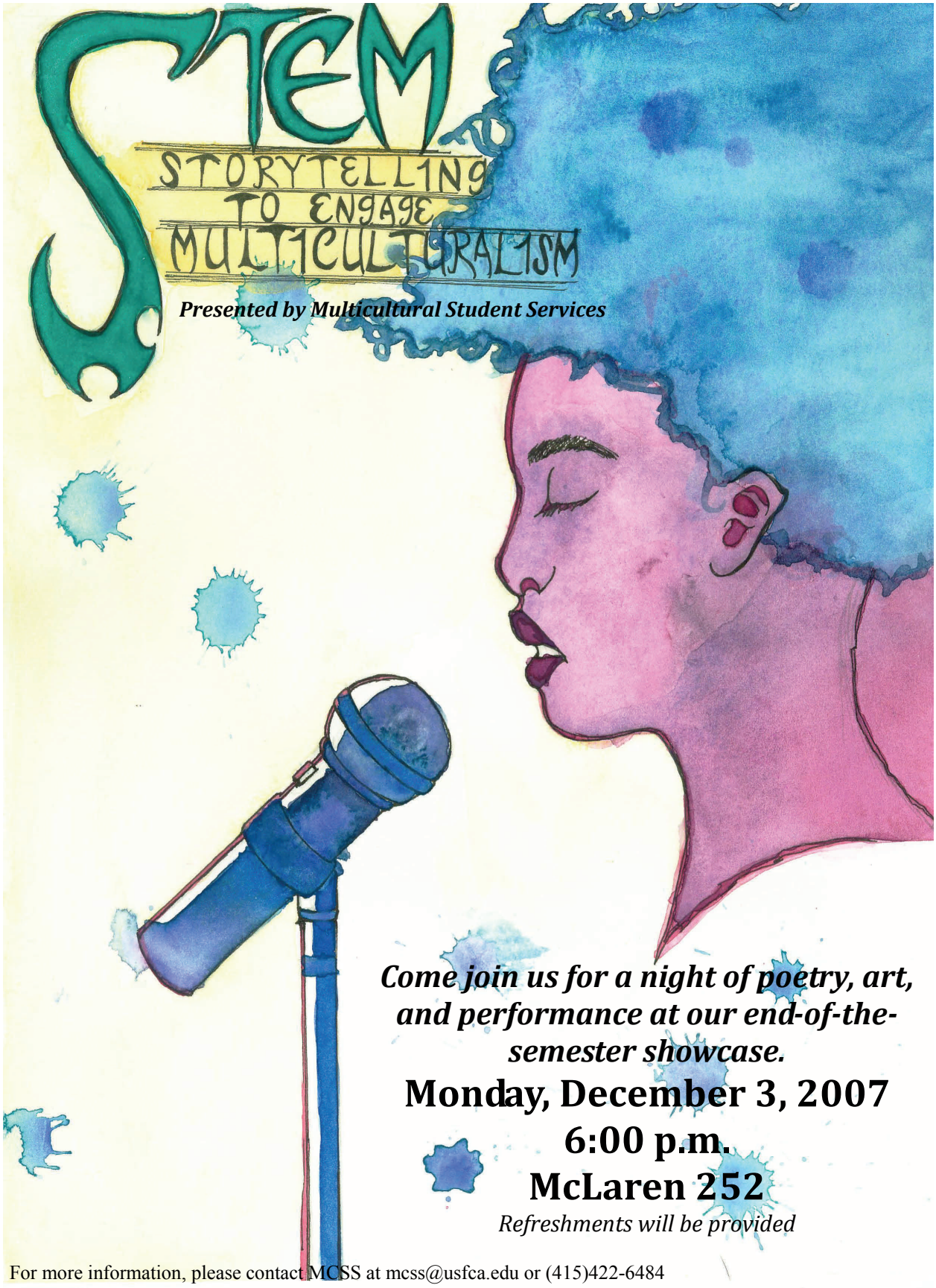
Academic Discipline and Dedicated Service Award

Presented and Sponsored by Latin American Studies

This award honors the achievements of an undergraduate who has achieved a cumulative GPA of 3.0 or higher and provides leadership and service to the USF community in the spirit of the University mission.

The LRC Committee would like to thank the following for their contributions to this event:

Latina/o Community of USF
Family and Friends of the Class of 2007
Alex Bakery
Alumni Relations
Asian Pacific Islander Graduation Planning Committee
Bayonics
Bon Appetit
Corazon del Pueblo
Edward Samayoa
Event Scheduling
Gerardo Marin
Javier Santiago Ortiz Correa
Julio Moreno
Kinkos
Latin American Studies
Latin American Student Organization
Latinas Unidas
Latino Alumni Society
Los Conquistadores
Mary Grace Almandrez
Movimiento Estudiantil Chicana/o de Aztlán
Multicultural Recruitment and Retention
Multicultural Student Services
Natalie Rocha
Simon Hara
Spotlight Promotions Inc
Taqueria El Aguila
Vizuri Kabiza Planning Committee



Presented by Multicultural Student Services

Come join us for a night of poetry, art, and performance at our end-of-the-semester showcase.

Monday, December 3, 2007

6:00 p.m.

McLaren 252

Refreshments will be provided

For more information, please contact MCSS at mcss@usfca.edu or (415)422-6484

A Counseling Center, Health Promotions and Services, Multicultural Student Services, and Office of Residence Life Collaboration

University of San Francisco
&
Multicultural Student Services

11th Annual

Vizuri Kabisa
Unity Celebration

Pursuing Higher Grounds

Thursday
May 10, 2007
6:30 pm

Ceremony
Xavier Chapel

Reception & Entertainment
Fromm Hall/Maraschi Room

Black National Anthem

Lift every voice and sing,
till earth and heaven ring.
Ring with the harmonies of liberty.
Let our rejoicing rise,
high as the listening skies.
Let it resound
loud as the rolling seas.
Sing a song full of the faith that the dark past has taught us.
Sing a song full of the hope that the present has brought us.
Facing the rising sun,
of our new day begun.
Let us march on,
till victory is won.

~J.W. Johnson

Vizuri Kabisa History

Through the efforts of the Multicultural Student Services and University Life, and the considerable input of students, the Vizuri Kabisa Awards Ceremony was first celebrated in May 1997 with about 120 students and guests in attendance. Each year the program has grown to an annual attendance of about 400 students, family, and friends who gather at the close of the academic year to celebrate our community. Vizuri Kabisa is Swahili for 'excellence'. Swahili is the most common and accepted language on the African continent. In choosing the name for this event, the thought was to connect with our African heritage while promoting excellence among Africans and African Americans at USF, The ceremony has grown each year and has expanded the recognition awards to include students who exceed academically, student clubs that contribute to the campus, faculty awards, staff awards, recognition of retiring employees, as well as recognizing those who graduate.

Special Thanks

Associate Dean Linda Thomas, Assistant Dean Mary Grace Almandrez, Darren Pierre (MC), MCSS, MRR, Suzette Degrange, Sherie Gilmore, Event Scheduling, Bon Appetit Catering, Black Alumni Society, Alumni Board of Directors, Black Student Union, Dr. Q, African American Studies Department, Marci A Nunez, Student Leadership & Engagement, API & LRC, Kristina Jajalla.

The Vizuri Kabisa Committee would also like to thank the following sponsors for their generous support

Multicultural Recruitment & Retention
Black Student Union
Alumni Board of Directors
Black Alumni Society

2007 Vizuri Kabisa Committee Members

Jermelle Newman……Chairperson
Morgan Walton……Co Chair, Logistics Coordinator
Mercedes Robinson….Ceremony Affairs Coordinator
Kali Thomas…… Publications Coordinator
Berwick Gabriel……Community Liaison

If you would like to make a donation to the Vizuri Kabisa Unity Celebration please contact...

2007 Vizuri Kabisa Certificate Recipients

Kokou Aklikokou, Kimberly N. Ali, Ete Kamba J. Amaku, Chinyere B Atufunwa, Richard Baptist, Ian Bell, Michael J. Bell, Chambord Benton-Hayes, Sarina Best, Jasmine N. Blocker, Errie D. Bohanon, Mario M. Bol, Saunra A. Boston, Cleonel A. Bottex, Ci'Ana Brasley, Javia Bridges, Ajani M. Byrd, Halleluyah A. Cahssai, Gina R. Campbell, Tyrone H. Cannon, Marie Celestin, Danielle Remeka C. Clack, Quintana M. Clark, Ronald Clark, Thomasynne Clark, Elexis A. Coleman, Jessica L. Dailey, Gabriel Dixon, Johnny L. Dukes, Yvette Fagan, Khadijah Farahbahksh, Monique J. Forster, Bweikia T. Foster, Katherine Foster, Amber Fretwell, Abebe Gelagay, Toviah F. Hale-Jones, Deeboni C.M. Herron, Denise Herron, Tasia R. Hines, Kimberly R. Holland, Jacinta L. Howell, Eleva D. Hughes, Victoria Johnson, Latisha Jones, Satina Jones, Tracey D. Jones, Martina K. Kaumbulu, Freda Francine Lane, Andunett D. Langhum, Leigh C. Lehman, Desiree K. Littlejohn, Theresa A. Lloyd, Rusununguko Made, Linda Marks, Karen Marshall, Zachary J. Maxey, Melinda McClain, Derrick McCray, Michael Mitchell, Theophilus Mitchell, Verronda L. Moore, Michiko H. Murillo, Elizabeth Nnodim, Nene O.K. Okai, Brandon Owens, Devaughn K. Peace, Janis D. Picket, Cree Prevost, Jennifer L. Ratliff, Elijah G. Riek, Ashley Robinson, Nicole M. Rommero, Alque Ryans III, Janan C. Sabeh, Orit A. Samson, Rede Shifferaw, Bruce Smith, Patricia Smith, Melvonne V. Steptoe, Valerie Stewart-Green, Felisha B. Thomas, Nesha R. Thomas, Antoinette Nicole Thornton, Pamela F. Tilley, Oliver J. Trimiew, Dominique A. Tucker, Jalia K. Tucker, Cynthia Vanzant, Reve Warfield, Malcolm D. Wiley, Bonita V. Williams, Estell J. Williams, Yumi L. Wilson, Sabrina B. Wood

11th Annual

Vizuri Kabisa

Unity Celebration

Pursuing Higher Grounds

University of San Francisco

May 10, 2007, 6:00 pm

Ceremony ~Xavier Chapel

Welcome ..... *Morgan Walton*

Introductions of Master & Mistress of Ceremony

Jermelle Newman
Darren Pierre

National Anthem.....*Melissa Jones*

Invocation .....*Father Donal Godfrey, S.J.*

Gospel Choir~.....*Directed by Rawn Harbor*

Introduction of Keynote Speaker….*Jermelle Newman*

Keynote Speaker.....*Dr. Afriye Quamina*

Presentation of African American Studies Graduates
Dr. Ronald Sundstrom

Presentation of Graduates

Sherie Gilmore & Richard Cooper

Presentation of Stoles
Mary Grace Almandrez & Dr. Linda Thomas

Recognition of Graduates……*Darren Pierre*

Please join us in Maraschi for the reception and to further celebrate the graduates

Vizuri Kabisa

Unity Celebration
Pursuing Higher Grounds
University of San Francisco

Reception ~Maraschi Room

Call to Order *……Jermelle Newman*

Introduction African Dance
African Dance performance ~ Company name

Blessing of the Food *……...Father Donal Godfrey S.J*

Senior Reflections *……....Chamboard Benton*
Theo Mitchell

Special Recognition Awards

Community Activism/ Social Justice Award
Academic Excellence Award
Sankofa Award
Servant Leadership Award
Rising Star Award

Spoken Word/Senior Reflection*……Jessica Dailey*

Closing Remarks*…….Simon Hara*

Special Recognition Awards

The Community Activism/ Social Justice Award

This award is presented to an outspoken African or African American graduating student who has worked diligently on campus as an activist and worked to promote an environment of change and progress.

Academic Excellence Award

This award is presented to a graduating African or African American student who has a cumulative GPA of 3.5 or higher. This student exemplifies strength through his or her persistence and commitment to learning.

The Sankofa Award

This award is presented to a faculty or staff member who has made significant contribution to the African and African American community. Sankofa is the Ghanaian term for “looking back in order to move forward”.

The Servant Leadership Award.

The recipient of this award is presented to a graduating student who achieves academically and consistently serves as a role model who chooses first to serve and then lead as a way of expanding service to their peers and the greater community.

The Rising Star Award

This award is presented to a first-year student who has achieved a fall GPA of 3.0 or higher and has demonstrated leadership and service to the USF community.

University of San Francisco
Multicultural Student Services

presents

The 12th Annual

Vizuri Kabisa

African & African American
Graduation Recognition Ceremony

"Embracing a Circle of Wisdom"

Please come and celebrate the achievements of our graduating students

May 8, 2008 at 6:00PM
Ceremony: Xavier Chapel
Reception and entertainment in McLaren Complex

For more information please call MCSS
(415) 422-6484 or email us at mcss@usfca.edu