

UNC Asheville Division of Student Affairs Departmental Annual Report

Intercultural Center & Multicultural Student Programs 2008-2009

Department Mission

The mission of University of North Carolina at Asheville's Intercultural Center is to create an inclusive and culturally diverse environment on campus while providing academic, extracurricular, and outreach services for underrepresented students. At the Intercultural Center students can identify campus allies and advocates. The Intercultural Center aims to help UNC Asheville recruit, retain, and support students of color.

Executive Summary

This year was a monumental one for the Office of Multicultural Student Programs (MSP). The department hired its first Student Affairs director in August 2008, and on February 19, 2009 MSP moved into its new office space in the Highsmith Student Union—the Intercultural Center (IC). The IC houses MSP and the Center for Diversity Education, and the IC's design, furniture, and artwork are the results of students' input. Several new programs were initiated (i.e. Peer-mentoring, Black Alumni Reunion, North Carolina A&T Student Exchange) while several recurring ones were reformatted and expanded (i.e. Donning of the Stoles, MLK Day of Service). The fall semester opened with a well-attended Multicultural Student Welcome Dinner, followed by Winter Holiday Celebration in December, and continued into the spring with an Inauguration Party celebrating the historic presidency of Barack Obama and Homecoming festivities. The spring semester concluded with an emotional and inspiring Donning of the Stoles and the graduation of the MSP Student Intern, Jewell Gist. The highlights were many; however, several challenges existed and will continue into the next academic year. Since this department operates on state funds the current state budget crisis has limited essential departmental resources (i.e. computer for MSP student intern, year-end programming). Furthermore, continued networking with faculty and other campus constituents will be required to educate the campus community on the office's purpose.

Goals & Assessment

1. **Departmental Goal:** *Increase multicultural competence among UNC Asheville students and campus community.*
2. **Linkage to Foundation Documents**
 - a. **Division Goal:** *Students appreciate and respect diversity*
 - b. **UNC Asheville Strategic Action Plan:** *Diversity & Inclusion*

- c. **UNC Asheville Strategic Plan Learning Goals:** *(5) Students develop a respect for differences.*
- d. **UNC Tomorrow Priorities:** *4.4.5. UNC should facilitate inclusive discussions on important community issues*
- e. **Community Principals:** *Just*
- f. **CAS Standards:**
 - *Multicultural Student Programs and Services (MSPS) must work to create a just campus climate by:*
 - *Challenging tacit and overt prejudices or discrimination against students*
 - *Coordinating efforts to promote multicultural sensitivity and the elimination of prejudicial behaviors*
 - *Facilitating desired changes with the cooperation of other campus entities*
 - *Identifying and addressing impediments to the growth and development of full participation of students*
 - *MSPS must serve as a resource for multicultural training, education, and development.*
 - *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 commonalities and differences in their historical and cultural contexts*

3. **Measured Outcomes:**

- *80% residential students at UNC Asheville will articulate Intercultural Center's (IC) mission, location, and resources offered.*
- *50% non-residential students at UNC Asheville will articulate IC's mission, location, and resources offered.*
- *25% students will be able to identify and articulate challenges—including tacit and overt prejudices—historically faced by African-American, Latino, Asian, and Native American (ALANA) students and gay, lesbian, bisexual, transgender and queer (GLBTQ) students.*

- *25% students will articulate and understand terminology (appropriate, positive, and negative) as it relates to racial, cultural, gender, and sexual identities.*

a. Action Plan:

- *Host three (3) campus-wide forums a year which specifically focus on social issues relating to underrepresented populations (i.e. health disparities, hate crimes, immigration policies, education access, etc).*
- *Intentionally plan cultural programs—which support the curricula—for each heritage month.*
- *Plan at least one culturally significant field trip a year which engages students in discourse, enhances the understanding of various cultures, and complements the academic curricula (i.e. National Underground Railroad Freedom Center, Negro Leagues Baseball Museum, Cherokee Center, etc).*
- *Assess the need for a Safe Zone program on UNC Asheville’s campus.*
- *Work collaboratively with the Center for Diversity Education to promote diversity awareness and to bridge the diversity focuses of the Academic Affairs Division and Student Affairs Division*

b. Assessment Method: *These outcomes were measured by quantitative and qualitative analysis. For the quantitative analysis, survey results from the ACUI EBI survey were used. For the qualitative analysis, a focus group with each racial/ethnic group and GLBTQ students was proposed at semester end. Results from focus group were recorded and summarized.*

c. Summary of Findings: *On the EBI survey participants were asked, “What do you think is the purpose of the Intercultural Center?” 55.8% of survey participants responded to the question. Of those who responded, 48.8% could not articulate the IC’s purpose let alone its location. In regard to the focus groups only one out of the proposed five were held (Native American). 37.5% of the campus’s Native American population participated, and The Native American students shared their views on campus involvement, marginalization of their racial group, and future programming.*

Referring to terminology for their group, all of the focus group participants preferred the term Native American as opposed to American Indian.

- d. **Decisions:** *Since only half of UNC Asheville's student body can articulate the IC's purpose much work is needed in promoting the office and its services. Several responses stated that the IC should be more "student-friendly," advertise its events more effectively, and incorporate images from the GLBTQ community. Deborah Miles, Executive Director for Center for Diversity Education, and I have already discussed what additions to incorporate in the IC next academic year including dry erase board, coffee maker, and pillows. A huge marketing blitz (brochures, webpage, class visits) will be needed next academic year to increase awareness of the IC. I did succeed in holding 2 out of 3 campus wide forums; nonetheless, event attendance needs improvement. Once again, diversifying the department's marketing will aid in this effort and utilizing class credit opportunities from professors. Furthermore, after speaking with several student organization leaders a focus group at the beginning of the year will better suit the different demographics since a vast majority of students are concentrating on finals and year-end activities.*
- e. **Timeframe to reassess:** *Fall semester of the 2009-2010 academic year to gather results from the Black, Asian/Pacific Islander, Hispanic, and GLBTQ focus groups.*

1. **Departmental Goal:** *Improve recruitment and retention of students of color.*

2. **Linkage to Foundation Documents**

- a. **Division Goal:** *Students persist and achieve academically*
- b. **UNC Asheville Strategic Action Plan:** *North Carolina; Social Sustainability*
- c. **UNC Asheville Strategic Plan Learning Goals:** *(2) Students demonstrate a responsibility to individuals, community, and humanity.*
- d. **UNC Tomorrow Priorities:** *4.2.5. UNC should increase the educational attainment of all underrepresented populations, especially African-American male and Hispanic students; 4.2.6. UNC should help ensure that all students are better prepared to enter and succeed academically in college.*
- e. **Community Principals:** *Caring*
- f. **CAS Standards:**

- *MSPS must promote academic success of students by:*
 - *offering distinctive programs that introduce students to a community network and teach students how to negotiate processes within the institution (e.g. registration, academic advising, financial aid, housing, campus employment)*
 - *assisting them to determine and assess their educational goals and academic skills*
 - *providing support services that assist in achieving educational goals and attaining or refining academic skills*
 - *informing students of educational opportunities, such as internships special scholarship opportunities, study abroad programs, research, seminar, and conferences*
 - *promoting intellectual, career, social, ethical, and social justice development*
 - *networking with staff and faculty members*
 - *connecting them to campus networks and groups and organizations*
- *MSPS leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities*

3. Measured Outcomes:

- *Retain 60% of African-American, Hispanic, Asian/Pacific Islander, and Native American freshmen.*
- *80% ALANA freshmen will enroll and participate in IC mentoring program.*

a. Action Plan:

- *Actively recruit ALANA youth by visiting local high schools (i.e. Asheville High), churches, and after-school programs.*
- *Meet with area high school guidance counselors to identify prospective UNC-Asheville students; specifically target ALANA high school juniors.*
- *Develop a peer-mentoring program which pairs upperclassmen with freshmen/transfers from underrepresented groups.*
- *Interview and successfully accept a minimum of 10 upperclassmen to serve as peer mentors (AmbassaDawgs).*

- *Plan retreat for AmbassaDawgs which stresses mentorship, leadership, peer-counseling, and other relevant topics prior to Fall 2009 semester.*
 - *Facilitate year-end focus group with ALANA freshmen to assess their involvement in the IC peer-mentoring program.*
 - *Work collaboratively with Dean of Admissions/Admissions staff and Orientation Programs to establish Multicultural Student Reception and Information Session for prospective students and freshmen/new transfers.*
 - *Create Multicultural Resource Guide (i.e. places of worship, barbers/beauty salons, ethnic foods, entertainment venues, etc.) for ALANA and GLBTQ students.*
- b. *Assessment Method: This outcome is measured by the semester enrollment reports sent by the campus's Office of Institutional Research and by the number of applications received from incoming freshmen.*
- c. *Summary of Findings: There were a total of 79 freshmen who identified as ALANA at the beginning of the fall 2008 semester. By the beginning of the spring 2009 semester there were 54 returning freshmen (68.4% retention). In the fall I will contact Institutional Research to obtain figures on the number of freshmen who return for 2009-2010 academic year. I successfully recruited 10 AmbassaDawgs for the fall 2009 semester. the second portion of my measured outcome—80% ALANA freshmen will enroll and participate in IC mentoring program—cannot be measured until the fall as new ALANA freshmen will apply for the program as they are admitted .*
- d. *Decisions: The summer session will allow me time to create a schedule of events specifically targeted at ALANA freshmen. The students selected as AmbassaDawgs will have an orientation and training one week before classes to prepare them for their mentees. I am currently talking to Calley Stevens to identify ALANA freshmen from the SOAR program who are eligible to participate in the peer-mentoring program.*
- e. *Timeframe to reassess: Fall 2009 (semester end) and spring 2010*

1. **Departmental Goal:** *Develop sustainable student organizations for UNC Asheville's multicultural student groups.*

2. **Linkage to Foundation Documents**

a. **Division Goal:** *Students lead with integrity*

b. **UNC Asheville Strategic Action Plan:** *Diversity & Inclusion*

c. **UNC Asheville Strategic Plan Learning Goals:** *(8) Students practice lively engagement with others and the world; (11) Students develop the inspiration, skills, and discipline to identify individual, community, and global needs; (12) Students develop critical thinking and problem solving skills; (13) Students develop courage, inclination, and work ethic to develop solutions, work toward them, and inspire others to do the same.*

d. **UNC Tomorrow Priorities:**

- *4.1.1. UNC should prepare its students for successful professional and personal lives in the 21st century, equipping them with the tools*

e. **Community Principals:** *Disciplined*

f. **CAS Standards:**

- *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 their organization*
 - *initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the MSPS.*

3. **Measured Outcomes:**

- *90% multicultural student organizations will maintain a minimum membership of five (5) individuals.*
- *90% multicultural student organizations will have constitution on file with SAIL staff.*

- *90% of multicultural student organizations will elect an executive board for the next academic year.*
- *75% general body members will be versed in Robert Rules of Order.*
- *All multicultural student organization leaders can lead an effective meeting.*

a. Action Plan:

- *Create a Multicultural Student Council, consisting of student representatives from each multicultural student organization, to address organization concerns and needs.*
- *Assist in the advisement of the Black Student Association (BSA), Hispanic Outreach for Learning Awareness (HOLA), Alliance, Asian Students in Asheville (ASIA), and other multicultural student organizations.*
- *Attend a minimum of two (2) meetings a month for each organization.*
- *Have multicultural organizations represented at Open Houses, Admitted Student Days, and student organization fairs.*

b. Assessment Method: *For assessment purposes the following student organizations are recognized as multicultural student organizations for the 2008-2009 academic year: (1) Alliance, (2) Asian Students in Asheville (ASIA), (3) Black Student Association (BSA), (4) Hillel, (5) Hermano/as Orgullo/as en Las Americas (HOLA)—formerly Hispanic Outreach for Learning Awareness, and the (6) International Student Association (ISA). I attended organizational meetings throughout the year (personal observations) and met regularly with organizational leaders (2nd person). I also verified organizational involvement with Robert Straub, Associate Director of SAIL*

c. Summary of Findings: *Each multicultural student organization has a constitution on file (100% compliance). Every organization had more than five persons affiliated. Every organization except two—Alliance and ASIA—have executive boards in place for 2009-2010 (66% compliance). BSA was the only organization to have a formal presentation of Robert's Rules of Order during the year. However, its implementation is still in progress. Many of the organizations have opted not to use a traditional organizational hierarchy (i.e. President, VP, treasurer, etc.) and have either opted for co-presidencies (e.g. HOLA) or chairpersons (e.g. ASIA). I have been consistent with co-advising each multicultural student organization, and I have primary advisor*

responsibilities for ASIA and NUE Noiz, UNC Asheville's step team, which is no longer affiliated with BSA. A formal Multicultural Student Council has yet to materialize, but I held one planning meeting in the fall semester to gauge students' interest and determine what campus organizations should be represented.

- d. *Decisions: Due to the state budget freeze I was not able to hold a year-end leadership retreat for the multicultural student organizations' executive board members. Nonetheless, their attendance at this upcoming fall's U-Lead Retreat will be mandatory to receive any financial support from MSP. This measure will also require them to attend workshops specifically on managing organizations. This option can serve as an alternate to learning Robert Rules of Order considering the varying organizational structures among the student groups. Although each organization maintained a minimum of five members, the memberships in the organizations are fluid. Some students are more invested than other. Next year I want to aggressively address membership retention and promote consistent attendance and involvement. Organization sustainability is vital for these student groups because they target ALANA and GLBTQ young adults.*
- e. *Timeframe to reassess: I will reassess this departmental goal biannually as opposed to annually due to changes in student membership throughout the year. Thus, December 2009 will be my next assessment on organization sustainability.*