



The Center for Multicultural Affairs

Our Center's mission is to provide a network of comprehensive services and innovative programs that support and advance the personal, cultural, intellectual, and social development of diverse students.

We seek to enhance our long-withstanding commitment to multiculturalism and social justice by:

- ◆ Promoting access to higher education
- ◆ Helping students attain their educational goals
- ◆ Fostering individual expression and exchange of diverse thought
- ◆ Creating an inclusive environment through community engagement
- ◆ Developing socially responsible students that are prepared to lead in the 21st century
- ◆ Providing direction and leadership in support of CU-Boulder's commitment to diversity

Purposeful and planned programs of support began with the Educational Opportunity Programs in the summer of 1968 with a commitment to meet the unique needs of students of color in their quest for higher education. The Center for Multicultural Affairs (CMA) continues to meet these needs today and works with each student to form a caring partnership that is supportive of the Student Affairs development and learning themes.

Beliefs, Values, and Ethics:

Ally Development; Counseling; Diversity Education Team;
Peer Counseling

Belonging and Developing a Sense of Connectedness:

Collegiate Leadership Development Program;
First generation Scholars Program; Peer Counseling;
People of Color Film Series; Welcome and Graduation Celebrations;
White Antelope Memorial Scholarship Program (WAMS)

Title of Program: Ally Development Program

Brief Description of Program:

The Ally Development Program offers an ally group for students, individual counseling and consultation, and collaborative efforts with other ally groups on the CU-Boulder campus. The Ally Group for students and individual consultation offer a safe and supportive environment for students (European American in particular) to talk about issues of racism and what it means to be white and an ally to persons of color. The Ally Development Program also collaborates with the Staff Ally Group and White Women Aligned Against Racism to support one another in efforts to build a community of allies. The Ally Development Program promotes the validity of diverse perspectives of learning and knowing in the University environment.

Purpose of the Program:

The Ally Development Program seeks to educate and raise awareness about what it means to be white in this predominantly white University community, the privilege that accompanies being white, and to understand the responsibility European-Americans have for the racial environment on campus. Students are given an opportunity to explore, clarify, and articulate their own beliefs, values, and worldviews in a respectful and facilitated environment. Students will explore personal and cultural identity and learning in what ways their personal characteristics and behaviors impact others as it relates to race relations on campus.

Desired Outcomes:

- ◆ Students will develop greater awareness and knowledge of their privilege as white people;
- ◆ Students will learn more about their responsibility for the racial environment on campus;
- ◆ Students will engage more fully with others in these areas with a deeper sense of understanding and sensitivity;
- ◆ Students will develop knowledge, confidence, skills, and a greater ability to support ally efforts of others and to challenge racist incidences on campus and elsewhere.

Assessment:

Students going through the program would be able to identify behaviors applied regarding race, gender, and other targeted groups. They will also gain the ability to respond to issues of diversity and racism, both inwardly and outwardly. Assessment will be measured through qualitative summary through personal interviews, journals, and focus groups.

Title of Program: Collegiate Leadership Development Program (CLDP)

Brief description of Program:

The Collegiate Leadership Development Program (co-sponsored by the United States Hispanic Leadership Institute located in Chicago, Illinois) is designed to cultivate the next generation of student leaders through greater activism on campus and in their community. The CLDP promotes and facilitates constructive dialogue and interaction between students of color and key university officials. Students participate in this six-week program and upon completion are recognized at the annual United States Hispanic Leadership Institute Conference.

Purpose of Program:

In order to participate effectively in campus life, students of color need a better understanding of how their university works, how they can utilize their unique potential as students of color and participate in the university's "governmental" process, and how they share in the social responsibility for their quality of campus life. Therefore, this program helps train students to enhance their communication skills and become leaders on a broad range of policies such as affirmative action, recruitment and retention, support services, and other topics affecting communities of color. Students will be able to articulate an assessment of their educational experience to key university people and help to promote a healthy and connected community that respects all of its members.

Desired Outcomes:

- ◆ Students of color will learn more about university structure, organization and involvement;
- ◆ Keep university administrators, faculty, and staff in closer contact with students of color through constructive bilateral dialogue;
- ◆ Student leaders will become connected with the highest ranking and most influential university officials;
- ◆ Provide university officials with a new reservoir of student of color talent available for appointment to boards, commissions, and other forms of service;
- ◆ Create a better understanding and greater respect between students of color and university officials.

Assessment:

The heart of this bilateral educational program is in the dialogue that occurs between the students and university leaders and the mutual enhancement of their leadership skills is the result of this dialogue. Upon completion of the six-week program, student participants meet for an evaluation session. The purpose of this session is to survey the information that was gathered during their experience and to ask specific questions such as: What were the highlights of the program? What needs to be improved? Where are the most opportunities for students of color to be involved in positions of influence? How can students of color have more direct impact in the decision-making process regarding university policy? In which direction should the program proceed? The students are also asked to complete an evaluation form regarding the program and indicate the topics they found most informative.

Title of Program: Counseling Program

Brief Description of Program:

CMA provides personal counseling to the University community with particular focus on students of color. The target constituency reached are those students who self-identify as African American, American Indian, Asian American and Latino and whose growing-up experience have been primarily situated in the United States. CMA utilizes a community-based counseling model that is two-tiered: (a) the first part of the counseling process involves initiating activities that bring people together so they can form a community of University students, staff and faculty of color, and (b) to initiate individualized and personal counseling services for students of color.

Purpose of Program:

To provide students with the opportunity to more easily access and interact with the University's community and with other University resource people who care about their personal and academic success. Individual and group counseling allows students to examine, clarify, and gain a greater understanding of their beliefs and values. Students are encouraged to develop their own effective strategies in balancing their abilities, experiences, values, interests, and needs in a culturally competent setting.

Desired Outcomes:

- ◆ Students will have a positive University experience as a CU-Boulder student during their tenure on this campus.
- ◆ Students will be able to build relationships and form collaborative, supportive and nurturing communities both in and out of the classroom;
- ◆ Students will be able to articulate their experiences, values, interests, needs and future goals;
- ◆ Students will be able to develop a career and or academic plan;
- ◆ Students will develop relationships with other students, faculty and staff that result in their success as scholars and life-long learners.

Assessment:

Students who utilize CMA counseling services will be able to identify their understanding of behaviors needed to build "community", able to identify behaviors applied regarding ethnic identity development, able to navigate the university system in their pursuit of a quality education. Quantitative summary of % students who report use of new campus resources before and after counseling session.

Title of Program: Diversity Education Team (DET)

Brief Description of Program:

DET works collaboratively with individuals and departments within the university to offer diversity education. DET training seminars and workshops cover all forms of oppression, with a particular focus on the history, feelings, and experiences of people of color and multiracial individuals in the context of the United States. Utilizing a multi-faceted approach, DET works to fulfill its mission on two levels, the individual and the institutional. DET offers individually tailored seminars to requesting departments, groups, or individuals. Students can also attend workshops or discussion groups like “People of Color through Film and Discussion” or “Identity Development in a Multicultural World” that are offered through this program.

Purpose of Program:

Students are encouraged to articulate and examine through self-learning to take the next step to increase their own awareness of the broad range of diversity represented in the campus community. Interactions in workshops, training seminars, and individual consultation offer a safe environment where students are able to explore their personal and cultural identity, their own unique potential, emotional strengths and areas for growth. It is from these learning experiences that students can have a better understanding of the impact of their characteristics and behaviors have on others with whom they interact and gain a greater sense of social responsibility when working with diverse groups of people.

Desired Outcomes:

- ◆ Provide diversity education training and workshops for new and continuing staff, students, and faculty in order to increase the self-awareness, knowledge, and skills of participants in their continuing process of multicultural development;
- ◆ Offer consultation, training, and workshops to groups (e.g., departments, student organizations, classes) tailored to the unit’s specific needs and goals on a variety of diversity issues;
- ◆ Provide recommendation and implementation strategies in the development of diversity plans, initiatives;
- ◆ Provide confidential, one-on-one consultation, coaching, and/or counseling to individual students, staff, or faculty members on diversity issues

Assessment:

Records are kept on the number of offerings and participant attendance. Participants are also asked to complete an evaluation which includes items that ask them to identify areas in which their awareness, knowledge, and skills have changed as a result of the workshop/group/etc., what they’d like to work on, and how they plan to apply their growth/learning to their work environment/personal life, etc.

Title of Program: First Generation Scholars Program

Brief Description of Program:

The First Generation Scholars Program (FGSP) is a comprehensive support program for recipients of the CU-Boulder's First Generation Scholarship awarded by the Office of Financial Aid. Students in this cohort are assigned to a counselor from the Center for Multicultural Affairs for individualized attention and support. Participants attend various workshops designed to assist with their academic endeavors, life skills, leadership development, and career exploration. Orientation meetings, retreats, and co-curricular activities are planned throughout the year with an emphasis on promoting community building. The First Generation Scholarship is renewable for up to five years if the student continues to meet the eligibility requirements.

Purpose of Program:

The First Generation Scholars program (FGSP) seeks to retain students who are first generation in their families to pursue an education beyond the high school level. Parents of these students are often supportive of their student's educational goals, but may lack the knowledge of how to effectively guide and support their college students. The FGSP functions as a consistent and vital resource for these students by providing clarity and guidance, instilling knowledge and promoting the skills needed by these students to help them develop to their fullest academic potential.

Desired Outcomes:

- ◆ Students will meet a minimum of two times with their CMA counselor in order to maintain their scholarship;
- ◆ Students will develop a sense of community through their shared experience as first generation college students;
- ◆ Students will experience a smooth transition to campus life during their first year at CU-Boulder;
- ◆ Students will understand their responsibilities as academic scholars;
- ◆ Students will learn about the various campus resources available to them in order to successfully navigate the system;
- ◆ Students will successfully graduate within five years.

Assessment:

Qualitative and quantitative summaries primarily through personal interviews will be conducted to determine if students experienced a "common experience" and sense of community while in the program. Follow up with students through personal contact is one means of determines if they used what they learned (i.e., general campus policies and procedures) and are prepared to meet the academic rigors of the University.

Title of Program: White Antelope Memorial Scholarship Program (WAMS)

Brief Description of Program:

Dedicated to memory of the Cheyenne and Arapaho people who lost their lives in the Sand Creek Massacre of 1864, the White Antelope Memorial Scholarship Program (WAMS) was established for American Indian students attending CU-Boulder. Workshops, seminars, and scholarships are designed to retain and graduate students from the American Indian community. Students representing varied American Indian tribes have the benefits of co-curricular programming specifically designed for them.

Purpose of Program:

The WAMS program offers an environment with a community focus committed to promoting cultural diversity both academically and socially. Diversity issues, multicultural awareness, identity development issues, and building community, are topics of focus in the WAMS programming. Students are exposed to diverse values, ideas, and cultural worldviews. Through workshops and seminars conducted throughout the academic year, students examine specific issues that face the American Indian community.

Desired Outcomes:

- ◆ WAMS students will gain a better understanding of cultural awareness as it relates to their American Indian identity;
- ◆ WAMS students will develop a sense of community through a academic and social settings;
- ◆ WAMS students will understand their responsibilities as academic scholars;
- ◆ WAMS students will learn about the various academic programs and services related to their field of study and academic interest;
- ◆ WAMS students will use the Center for Multicultural Affairs for counseling and programming support.

Assessment:

Qualitative and quantitative summaries primarily through personal interviews will be conducted to determine if students experienced a “common experience” and sense of community while in the program. Follow up with students to determine if they used what they learned (i.e., general campus policies and procedures).

Title of Program: Peer Counseling

Brief description of program:

Peer counselors are trained as para-professionals that assist and support staff counselors to address and meet the needs of students of color. They provide peer advising, referrals to other campus departments as appropriate, serve as liaisons to student organizations, act as positive role models to their constituency groups, and assist in carrying out various CMA projects.

Purpose of program:

Peer counselors provide an invaluable link to the student body as representatives of the CMA. They connect with students as students, and are intimately aware of current issues and concerns impacting students of color on the CU-Boulder campus. Peer counselors are asked to articulate and share their values and beliefs in a way that is supportive of the Student Affairs theme of Beliefs, Values, and Ethics. Establishing meaningful supportive relationships with students, faculty and staff and by promoting a healthy community, peer counselors are creating a sense of Belonging and Developing a Sense of Connectedness on the CU-Boulder campus.

Desired Outcomes:

- ◆ Peer counselors are able to articulate the services of the Center for Multicultural Affairs to students by phone calls, letters, newsletters, and events;
- ◆ Peer counselors will assist CMA counselors on multicultural projects, as well as ethnic specific projects;
- ◆ Peer counselors will serve as CMA liaisons to various ethnic student organizations and share information about CMA events and services. Peers will also consult with staff on student concerns and needs in order to aid the Center in its effort to more effectively serve an ever-changing student population;
- ◆ Peer counselors will serve as role models providing leadership and will help promote greater sense of community by facilitating collaboration with and between many student organizations.

Assessment:

Evaluation of Peer Counselors are based on outreach projects and number of student contacts; feedback is given on projects they've initiated; evaluations of training sessions attended; periodic check-ins and evaluations by program coordinators to determine effectiveness; yearly evaluations with professional counseling staff to determine effectiveness of peer counseling program.

Title of Program: People of Color Film Series

Brief description of Program:

Throughout the Fall and Spring semesters, the Center for Multicultural Affairs offers a series of 12 to 14 films and videos to the University community that focuses on issues, concerns, situations, history, culture and celebrations experienced by people of color. After viewing a film or video, CMA staff facilitate group discussions to explore the meanings, salient issues, and their implications on communities of color. Facilitators support the participants' interest and investment with their exploration.

Purpose of Program:

The purpose is to provide a forum for the University community to come together and be able to informally process film and video documentaries about diversity in their lives and as University members. This is an outreach program that invites greater dialogue about diversity through the use of film.

Desired Outcomes:

- ◆ Participants will gain a better understanding of culture, race and ethnicity and can talk about their differences and interconnectedness;
- ◆ Participants will be able to articulate their experiences and feelings about culture, race and ethnicity and its impact on society;
- ◆ Participants will explore ways to promote a socially just environment for all;
- ◆ Participants will develop awareness about the unique and distinct cultural, political, historical and personal experiences of people of color.

Assessment:

Numerical assessments of participants are recorded. Confidential note taking of group discussions and feedback (qualitative analysis) as well as evaluation forms will be employed for future sessions.

Title of Program: Welcome and Graduation Celebrations

Brief description of program:

Multicultural events to welcome students to campus include the Communities of Color Welcome Gathering, Bienvenidos, the Asian Pacific American Welcome Fair, the African American Student Welcome, and the American Indian Welcome. Ethnic specific graduation events include those for the Asian Pacific American, Latino, African American and American Indian communities.

Purpose of Program:

The welcome and graduation events are key to building community among new as well as continuing students. Connecting students with other students, as well as with supportive faculty, staff and allies is the foundation of a healthy community. Similarly, students value the opportunity to celebrate their achievements, as well as honoring the successes of their peers and their communities at the end of the year through the Graduation celebrations.

Goals and objectives:

- ◆ Students will feel connected with other students, campus personnel, services and resources;
- ◆ Students will gain a better sense of value as scholars who bring diverse perspectives that enrich our campus learning environment;
- ◆ Students will gain a sense of cultural pride in promoting multicultural awareness and the importance of diversity on campus through these events.

Desired outcomes and assessment:

Quantitative and qualitative summaries are used to measure the success of these events. Feedback received from students, faculty, and staff will be carefully evaluated to in order to plan and organize future events.