

# Intercultural Student Services

Annual Report 2008-09



# INTERCULTURAL STUDENT SERVICES

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## **Mission:**

Intercultural Student Services is committed to the access and retention of underrepresented and multiple identity students by providing facilities, cultural programs, activities, support services, and leadership development opportunities.

## **Vision:**

2008-09 OSU will be a welcoming and equitable academic community where the unique contributions of all members of the university are respected and valued.

2009-10 ISS will be a catalyst for social justice and engagement between the university and our communities.

## **Values:**

**Respect**— We treat others with civility, dignity, and appreciation.

**Collaboration**—We honor a shared sense of purpose, trust, communication and active leadership. We provide opportunities to meet, communicate, and partner.

**Honor**—We stand for civility, dignity, trustworthiness and fairness. We believe that what we demonstrate to others reflects our character.

**Integrity**—We practice honesty, freedom, truth, and ethical role modeling for our students in all that we do.

**Compassion**—We demonstrate empathy and foster personal growth within an environment in which every individual matters.

Our work is grounded in ideals of diversity, social justice and equity.

## **Successes:**

Intercultural Student Services focused our year on social justice and as a result, our joint programming and collaborations were framed by various aspects of social justice.

ISS, ASOSU, Student Leadership and Involvement and others organized the first year-long Social Justice and Leadership training for student leaders in ASOSU, ISOSU, SLI, MUPC, Cultural Centers, Pride Center, and Women's Center. Sessions included: mini-leadership conference and training in September, 2008; a workshop on cultural understanding with Shakti Butler; a

performance of Voices of America following the Butler workshop; 3-day retreat at Camp Collins in Gresham in January, 2009; and a wrap up dinner in April, 2009.

Learning outcomes for Justice in Leadership for the Community (JLC) include the following: 1) students will develop and demonstrate skills related to leadership and social change; 2) they will demonstrate improved knowledge and competency of identities and effective experiences with specific regard to gender, sex, race, ethnicity, class sexual orientation, ability/disability, religion/spirituality and broad cultural formations; 3) students will recognize personal strengths and challenges while seeking to understand one's own multifaceted identity; 4) they will demonstrate initiative, vision, effectiveness and perseverance while collaborating with community groups.

Why we engaged in this series of programs?

*Justice in Leadership for the Community* is an exciting opportunity to lead student groups at OSU who have common goals and missions to work more closely with each other. When we work together, we have a greater opportunity to be more effective and creative, while also learning more from each other.

We are taking a proactive approach to creating the OSU community we desire, as well as focusing on how we can both individually and collaboratively impact the broader community.

We care about our students' well-being and development by creating a JLC community where students and professionals develop relationships to nurture and support each other.

In an increasingly diverse nation and interconnected world it is important that we become interculturally effective. The knowledge and skills we gain through JLC will not only be valuable during our time at OSU, but also after graduation.

Our students seek leadership opportunities outside of their respective communities and desire to work within non-traditional leadership role within the greater campus community.

ISS and Ethnic Studies (with support from the Vice Provost for Student Affairs and the Office of Community and Diversity) organized a year-long Social Justice series including speaker, Julianne Malveaux (economist, author and commentator); a Social Justice Hip Hop Concert featuring Jose Guitierrez, Rez Hogs, and Yellow Rage; and an academic student symposium with the department of Ethnic Studies regarding issues of race, identity and social justice. In addition, Graduate Students of Color met for the first time during CONNECT, with follow-up workshops on stress management, financial planning, Graduate School politics (coordinated with AFAPC).

The Women's Center initiated and the community participated in the signing of the Covenant in April, 2009. All cultural and resource centers, ISS, Office of Community and Diversity, WAGE office, President's Commission on the Status of Women, and OSU administrators served as witnesses to this historic event.

Graduation ceremonies included 46 American Indian graduates (750 attended); Latino graduation had 16 graduates and 300 family members; Lavender Graduation included 8 students (attended by 100) and Ujima graduation.

With the collaboration of the Office of Community and Diversity and the OSU Athletics Department, organized and staged discussion panel on Lesbian, Gay, and Bisexual Athletes in Professional and Collegiate sports hosted by ESPN columnist and television personality, LZ Granderson. This event was attended by more than 100 OSU student athletes and approximately 20 faculty, staff, and community members.

Throughout the year, 68 programs were held in the four cultural centers representing social, outreach, educational and retention initiatives. 4650 people attended the programs in the cultural centers over the 2008-09 academic year. Programs included a multicultural tailgater in which all six centers participated. Traditional programs like the Kwanzaa celebration and César Chávez Tribute Dinner were complimented by new programming efforts like "Pamper Your Mom" and the Chicana Feminist Fair.

The Pride Center initiated nearly 50 events throughout the year, reaching over 1200 participants.

The Women's Center held 47 programs, reaching audiences of over 4500 people. Programs like the Feminist Fair reached over 1000 participants, while some of the greatest impact came from programs like "No Women Left Behind" and four programs put on by interns from Counseling and Psychological Services. One major speaker, Jennifer Pozner, reached over 250 people and was a collaboration with the WAGE Office and the PCOSW.

Workshops presentations on campus and with students—All ISS staff participated and facilitated workshops and presentations on campus and within the broader community.

## **Our Stories:**

### **Christy Brady Jones and Her Father**

Sam Brady and Christy Jones are the father and daughter duo who recently celebrated their joint graduation from Oregon State University. In a nutshell their experiences exemplify the virtues of lifelong learning and a vision for a future.

Sam Brady came to Oregon State University as a 52 year old returning student, recently laid off from his job of 22 years at Hewlett-Packard. He wasn't sure about his career path or about his

future, but decided his best choice would be to follow in the footsteps of his daughter who was already a student at Oregon State University. With that in mind, Sam Brady enrolled in chemistry courses at OSU and found that although he was 52 years old he could compete with students half his age. His daughter Christy, served as a motivation and as a mentor to her father.

Christy has served as one of OSU's most dynamic American Indian leaders. She served as the President of the American Indian Science and Engineering Society, External Coordinator of the Longhouse and is now working with the Vice Provost of Student Affairs on fundraising for a future Longhouse at OSU. Christy's leadership and her involvement with ISS has been one of the areas where leadership theory meets with praxis. ISS staff members have served as not only mentors, but also as catalysts for Christy in her leadership work. Christy has now been presented with the opportunity to seek employment as a Student Affairs professional. Through the mentoring she has received in ISS, Christy is working towards a graduate degree and hopes to intern within Intercultural Student Services to hone her leadership and student affairs skills. Her father, Sam Brady, is planning on teaching chemistry back on his home reservation in Cherokee, North Carolina. Both of them will bring Beaver Spirit wherever they go.

### **Two Coming Out Stories**

After struggling with the debilitating fear that coming out to his family would lead to his being dispossessed, one 2<sup>nd</sup>-year male student finally made the leap. He attributed his successful coming out to his family to the support he received from the Office of LGBT Outreach & Services, the staff of the Pride Center, and the supportive personnel to whom he was referred by these two units at Counseling and Psychological Services.

When coming out to his family during the Thanksgiving Break resulted in being cut off financially by his parents, another male student in his first year at OSU, was able to secure the additional funding necessary from the Financial Aid Office as a result of being declared a financially independent student. The Office of LGBT Outreach & Services advocated for this student during this very difficult time in his life and helped him attain his new status.

### **Financial Challenges**

A female student from a migrant family came into the Diversity Development office crying. She is the first from her family to attend college and depended on her parents for financial support. Due to the economic downturn, her father lost his job and mother's sole income was not sufficient to provide for their large household. Her father gave her an ultimatum of dropping out of school to return home to help support the family financially. The student struggled with honoring her family obligation and her commitment to higher education. Soon after she was failing her classes and was absent from her work at the Cultural Center. As a result of her inability to stay focused on her academics, she was accompanied to her first appointment with

CAPS. She credited her retention to the efforts of Diversity Development working in conjunction with CAPS and Financial Aid.

### **Encouraging Careers in Student Services**

Three student leaders were exposed to Student Affairs (SA) after accepting positions at the Cultural Centers. I shared my personal journey into SA and the challenges I encountered as a first generation, Vietnamese American woman navigating OSU prior to the creation of the Minority Education Office, now Intercultural Student Services. I was able to connect the students with various departments on campus to gain additional experiences outside of the center's network. Currently, all three students are considering a graduate degree in CSSA or an M.A.I.S with a CSSA concentration.

### **Two Stories about the Value of the CASA Office**

A parent of a new student at START Biligüe said, "Thank you so much for what you do. This will be the first time anyone in our family has gone to the university. Knowing there is an office like CASA makes me worry less." This was from a parent who was very anxious about her son attending the university while the family lived in Eastern Oregon.

Another student came to my office seeking help with financial aid. The student had some unpaid bills which were preventing her from registering for her last class to graduate. She was very distraught and ready to accept her fate. We went to Student Accounts and after speaking with several people she was able to connect with the right person who could help her out. The hold was lifted and she was able to register for her final class.

### **Life-Changing Experience**

A fifth year student who wanted to be in the medical field struggled with science classes, changed to business, did well in a science class, had her financial aid on hold because she did not complete enough credits. As a result of our meeting, it appeared that she had had depressive symptoms even in high school with a history of being physically and mentally abused. She was referred to counseling and student health and prescribed an antidepressant. Student began to feel significantly better and could not believe that she had suffered for all these years with depression and has come to realize how much this has impacted her academics and life. She felt so positive about now being able to pursue her dream of a career in the medical field. She stated: "I didn't know that coming in for help with my appeal to financial aid would result in a life changing experience for me".

### **Help for Homeless Student**

During the 8th week of Spring Term 2009, an out-of-state graduating student called a staff member on a Friday evening and said that they had been homeless for three days and had been living in their car. The student was going to stay at a friend's house that weekend, but wanted

help in securing temporary housing until they graduated. The staff member worked with University Housing and Dining Services and was able to get the student an affordable room and meal plan.

### **Student Success Stories**

A non-traditional student with a special needs child, was not sure she could stay in school. Her struggles had eroded her confidence and her child demanded extraordinary attention. Time spent volunteering at the Women's Center gave her an outlet to use her talents and to share her struggles. She came in recently to express her thanks for support when she most needed it and to report that she was on her way to graduate school.



Another student who had lived out of her car with her children for almost two years, came back to the Women's Center, several years after her internship, to say that her time there had given her life new direction. She graduated, has an excellent job and has seen her children finish school and get jobs. She had received a great deal of encouragement to use her life experience to help others who were less fortunate.

## **Value-added Contribution to the OSU Student Experience**

### **Highlights for 2008-09**

#### **Student engagement and success**

- Student internships with Siletz Tribe
- Service Learning project with Yakama Indian Nation (ISS)
- NAL Longhouse leadership visits to Grand Ronde Indian reservation, and Warm Springs, Burns Paiute
- Organized APA Community Leaders Connecting event (55 attendees and Workshop on Leadership Styles (60 officers).
- APA Council prepared for International Students- ISOSU a Harvest Celebration Dinner (attendance 200)
- Assisted in the creation of two new student organizations: Hong Kong Students Association and the Korean Cultural Club.
- Latina Mom Support Group (May 2009). Created a support group for Latina student moms to provide support and resources for them. There are five members in the group.

- Pride Panels program's first full year in the Office of LGBT Outreach & Services trained 15 new panelists, who made 18 presentations, reaching 1470+ OSU students, and 30 staff/faculty
- Safe Space training program made three presentations, resulting in 17 professional staff, and 35 UHDS Resident Assistants completing the training
- Women of Achievement Awards (April, 2009) Event drew 135+ participants from OSU, Corvallis community and OSU extension in Washington County. Honorees included Patti Watkins (Women Studies), Jennifer Jabson (Public Health student), Carrie Giese (SVPEC), Jenny Woodson (CARDV), Lynn Steele (OSU Extension), Joann Stutzman and Sue Merrill (Corvallis Clinic, Project HERS).
- The Graduate Women's Network was re-invigorated by Caitlin Azhderian and two programs were held. Fall reception at President' Ray's house and a series of 09-10 programs are planned
- Calendar of Hope Project (December, 2008). Over 25 models participated and over 200 calendars were sold to promote hope for survivors of violence against women and children
- Received \$2,500 grant from Target Corporation for SisterScholar Program. Grant written by Women's Center graduate intern, Amanda Littke.
- Received grant of \$1,000 from Zonta Club of Corvallis (June, 2009). Grant written by undergraduate student, Stephanie McClure. One other grant is still pending.
- 13 Women's Center interns produced new programs, fund-raisers, educational materials, grants, and other projects to benefit students, faculty and staff at OSU in the future.
- Burns Family Night—Utilized student leadership from the NAL to present to the Burns Paiute Indian community on life at Oregon State University. This event was organized to bring together all OUS institutions and community colleges in the area. (55 attended).
- Minority Study Abroad Group—Facilitated quarterly meetings of the MSAG group. Identified several grants and organized coffees for students of color interested in study abroad.
- Service Learning committee UHDS--Convened service learning meetings regarding the creation of an academic based service learning project housed in the department of Anthropology.
- Community Dinner and Forum—Hosted a community dinner to discuss capital campaign and the NAL (93 attended)
- APA Council prepared for International Students- ISOSU a Harvest Celebration Dinner (attendance 200)
- Organized APA Community Leaders Connecting event and Workshop on Leadership Styles
- Ujima Education Office sponsored the Black Out Reser Forum held in October, 2008 to discuss issues that ensued from the past.

## **Publications and National Presentations**

Published book chapter in *Voices and Visions*, Albatross Press (2009)—Title of publication: *The Revolution Will Be Televised: White (re)framing of the Black Power and American Indian Movement*

Quantitative research project- Principal Investigator Warm Springs Educational Needs Analysis Manuscript: *Looking Forward: Early Childhood Education and Higher Education in Indian Country (2009)*. Journal of American Indian Education, Arizona State University (awaiting peer review).

Article published in Women in Higher Education, December, 2008. "The Politics, Practice, Value of Assessing Women's Centers" with Jane Goettsch (Miami University), Elena DiLapi (Penn), Beth Rietveld (Oregon State University) and Kathleen Holgerson (U Conn).

Presented program at NASPA Conference on "The Politics, Practice, and Value of Assessing Women's Centers" with Jane Goettsch, Miami University (March, 2009)

## Outreach and Engagement

### LGBT Outreach and Services

- Work with Corvallis Chapter, NAACP as member volunteer. Worked as booth volunteer at Fall Festival in September, 2008, assisted with political candidates' forum in October, helped organize silent auction for annual Freedom Fund Banquet in May, 2009. Recognition for service to the community and the Chapter with the annual Goheen Award.
- Work with Corvallis/Albany Chapter of Parents & Friends & Family of Lesbians and Gays. Recognized for service to the community and Chapter with the Kenagy Award.
- Work with Valley AIDS Information Network (VAIN) as member of board. Worked as a booth volunteer at Fall Festival.
- Worked with BRAT (Basic Rights Action Team, the local chapter of Basic Rights Oregon). Helped the organization organize and stage its annual Corvallis garden party fundraiser in August, 2008 raising \$7500. Assisted with lobbying and advocacy work for successful passage of Oregon Safe Schools for All (HB2509) anti-bullying legislation
- Worked with the monthly (third Wednesday) LGBTIQQA Potluck revived in Winter, 2008, held at the Corvallis First United Methodist Church
- Work with the Portland-based Equity Foundation, serving on the mid-valley grant review committee evaluating grant applications submitted by not-for-profits based in the Corvallis/Albany area. Participated in an editorial board meeting with the publishers of the Corvallis Gazette-Times and the Albany Democrat-Herald, Lee Enterprises, on



electoral and other issues of importance to the LGBT community.

- Established relationship with Portland-based *Community of Welcoming Congregations* and assisted newly formed Corvallis Chapter in organizing and staging a film festival at five (5) local churches and synagogue on religious and LGBT issues in October and November. Also acted as an advisor to non-member local church on their film screening.
- Appeared as panelist at Corvallis Hewlett-Packard campus on October 7, 2008 to discuss LGBT issues with H-P employees and their guests.
- Appeared on October 13, 2008 at Linn-Benton Community College before the State Board of Education, Committee on College Participation & Completion, to discuss the challenges LGBT students face in completing their college careers.
- Invited to join Linn-Benton Legislative Action Team (LAT) of Planned Parenthood to help pass legislation of mutual importance to Women's community and LGBT community: HB2599 (Safe Schools for All Act), HB2509 (Medically Accurate, Age Appropriate Sex Ed), HB 2794 (Insurance Coverage of HPV Vaccine), HB3160 (Paid Family Leave), HB3022 (Preventative Prescriptions for Partners).
- Helped organize Town Hall Meeting for 1st Annual Corvallis Pride Celebration at Corvallis-Benton County Library on January 24
- Established relationship with student leaders of OSU Blood Drive Association to address LGBT students' concerns over discriminatory FDA policies on who is prohibited from donating blood and why

### Ujima Education Office

- Assistance to planning the Annual African American Youth Leadership Conference for Benton, Lincoln, Linn and Lane Counties. The Conference was held at University of Oregon on April 6, 2009 and served 130 youth.
- Speaker at the Annual Salem/Keiser African American Youth Leadership Conference which was held at Western Oregon University on April 9, 2009. There were 250 youth in attendance.
- Service on the advisory board for the Oregon Youth Authority Office of Minority Services. Assistance with educational programs for youth. Currently have 2 youth who have matriculated to OSU and 3 youth in the pipeline. Assistance with programs at McLaren Youth Facility, Oak Creek Youth Facility, and Hillcrest Youth Facility.
- Collaboration with the Hewlett Packard People of Color Network on various projects in the community.



- Collaboration with the Benton County Commission on Children and Families on various projects in the community that are aimed at reaching African American youth and families.
- Work with Self Enhancement Incorporated (SEI) located in Portland with programs that bring youth the OSU campus or events held at SEI.
- Work with individuals from Target Stores, Safeway, and the US Forestry Services to assist with recruiting students for internship and employment opportunities.

### **Casa Latino Outreach**

- Participation in Si Se Puede in early March at Forrest Grove High School to provide information to Latina/o families about OSU. I have participated in an outreach event at West Albany High School. I organized a middle school visit for twenty students. Collaborated with Kalmekak, Camino Latino and MEChA to bring 300 students to campus. Works with OSU 4-H and Extension when necessary

- Connection to the Oregon Small Schools Initiative and E3. Collaboration with many small school principals across the state of Oregon in developing small schools. Relationships built with the superintendents of Forrest Grove, Springfield, Eugene and Bethel.



- Membership in the Hispanic Advisory Committee of Corvallis.

- Chicanito Tour (April 2009). Collaboration with MEChA to bring over 300 Latino/Chicano high students to campus. Three presentations given on the importance of higher education. Mas Aya de High School (May 2009). Outreach event to Latino families at South Albany High School to inform them of the different support programs at OSU. Chicano/Latino Alumni Association Phonathon (May 2009). Event took place at the Foundation. Participants called over 500 former students and wrote over 100 postcards. The event collected \$1500 towards the book scholarship. Waldo Middle School Visit (May 2009). Organized and planned a campus visit for 30 Latina middle school students. Westview High School visit (April 2009). Collaborated on planning for 30 Latino and African American students to visit campus. 4-H Campus Visit (July 2009). Collaborated on bringing together resources for 90 high school students to spend the day at OSU.

### **Asian Pacific Islander American Student Services**

- Presentation to Kapiolani, Maui, Kauai Community Colleges on OSU's Partnership Program. Focus on support of Hawaii students on OSU's campus Collaboration with Enrollment Mangement, and Academic Department to propose MOU agreement.

- High School visitation days: Portland-Hmong students (attendance 20), Davis Douglas H.S. Portland (attendance 21), Punahou H.S. Honolulu (attendance 15), Mid-Pacific Institute, Honolulu
- Asian American Youth Leadership Conference, Portland , collaboration with Admissions.
- OSU Night, Honolulu, Hawaii (attendance 150 high school students and family), collaboration with Admissions, Financial Aid, OSU Alumni Association/Hawaii
- Hawaii START, Honolulu, Hawaii (attendance students and family, collaboration with Kris, Admissions, Academic Advisors, UHDS, OSU Alumni Association/Hawaii High School Advisors from Alaska, California, Colorado OSU orientation (attendance 25), Collaboration with admissions



### **Women's Center**

- Service on the Planning Committee for the Oregon Women in Higher Education annual conference in Portland on January 30, 2009
- Service on the Board of Directors for the Oregon Women in Higher Education.
- Service on the National Women Studies Association Women's Center Advisory Committee (which plans the pre-conference)
- Service on the National Association of Student Personnel Administrators Women's Center Pre-Conference Planning Committee and attended and presented at their annual conference in Seattle on March 5-6, 2009.
- College and University Work/Family Association Affiliate

### **Diversity Development (APCC, BCC, CCCC, NAL)**

- Elementary school visitation with Jefferson Elementary School
- Conference planning with the national MeCHA organization
- Visitation by Linn Benton Community College students
- Serve as regional support to Gamma Alpha Omega, U of O chapter
- Presentation to the Latino community with Benton County District Attorney, John Haroldson
- Peer mentoring with the Corvallis High School
- Health education with Chiloquin Middle school

## American Indian Initiatives:

### Statewide

- Tribal Initiatives with the Nine tribes of Oregon
  - Warm Springs Educational Needs Analysis (**along with HHS**)
  - Grand Ronde Education initiatives
  - Oregon Indian Coalition on Post-Secondary Education
  - American Indian Initiatives consultation with University of Oregon
  - Pendleton Round Up-public relations, President's Office, **OSU Extension**
  - Burns Tribal initiative visitations, **OSU Extension** and **OSU Foundation**
  - Coos Lower Umpqua-Siuslaw Tribal initiatives visit, Siletz Tribal initiative visit, Confederated Tribes of Umatilla Tribal Initiatives visit, Klamath Tribal initiatives visit (possible MOU) 2010
  - Memorandum of Understanding signing with Confederated Tribes of Warm Springs
  - Joint program with **Extension** and **OSU Foundation** REGIONAL (WASHINGTON, OREGON, IDAHO, MONTANA, NORTHERN CALIFORNIA AND NEVADA)
  - Tribal Initiatives with Tribes in Washington
  - Yakama Indian Nation initiatives-Education, forestry, crop science, Engineering (Possible MOU) 2010
  - Service Learning component being developed with UHDS and Anthropology on Yakama Indian Reservation 2010
  - Tribal Initiative with Tribes in Idaho—Nez Perce Tribe-Forestry, usual and accustomed places treaty rights (possible MOU)
  - Tribal Initiative with Tribes in California

### International

- Humboldt Universität zu Berlin- MOU signing for cultural exchanges of minority students to Germany for short term comparative cultural studies on Pluralism and diversity (2009)
- Zayed University-Dubai: possible academic short term exchange programs being developed (2010)
- U.S. Embassy Germany-Cultural Exchanges

## Future Goals for ISS

Goal 1: Provide a locus of identity and sense of community for self-identifying cultural groups.

Goal 2: Represent the needs of different cultural groups in the power structure of the university.



Goal 3: Provide targeted services to students of color, lgbt students and women, or refer students to offices where they can find culturally sensitive assistance.

Goal 4: Elevate the level of cultural awareness in the university community.

## Data

Intercultural Student Services collected data during spring term, 2009 on learning outcomes for students seeking services at all ISS units. Additionally, demographic data was collected to determine who attends programs and uses the services provided by ISS.

Focus groups were conducted for student workers at all Cultural Centers to determine information about their experiences and learning throughout their employment with the Centers.

## CAS Standards for Multicultural Student Services

Using the CAS Standards for Multicultural Student Services as a reference, ISS is currently assessing how the work that they do meets the standards listed below:

- Intellectual growth
- Effective communication
- Enhanced self-esteem
- Realistic self-appraisal
- Clarified values
- Career choices
- Leadership development
- Healthy behavior
- Meaningful interpersonal relationships
- Independence
- Collaboration
- Social responsibility
- Satisfying and productive lifestyles
- Appreciating diversity
- Spiritual awareness
- Personal and educational goals

Further work with the CAS standards is expected in 2009-10.

## Environmental Assessment

An environmental assessment was conducted throughout Student Affairs offices in March-April, 2009. The following input about the ISS office was submitted following the assessment process:

- Active/Engaging space. Several students in the area using computers, copiers, lounge area. Very welcoming – greeted by student worker at front door.

- Helpful staff guided us around – the *only* office we went to where this happened.
- Comfortable lounge space – very inviting – made us feel like we’d like to curl up on a couch and hang out
- Quality time – care taken with us
- ISS – integrates Ujima; CASA, Native American and Asian Pacific – but, is not inclusive of PRIDE center/LGBT Outreach or the Women’s Center
- Mission statements don’t directly address/reflect SA values
- No current printed materials or website
- Stated Mission/Values – but choppy presentation – things don’t mesh with their identity as an ‘entity’

Values Reflected:

Abundance

Self-Esteem

Diversity with Pride

Open/Welcoming

Encouragement

Acceptance

Relationships

Inspiration

Meaning

Harmony

**Actions of Workers**—Student employees were knowledgeable about resources offered, and there was a very caring approach to us and to students. Very friendly.

**The Workplace Environment**—great opportunities for students within the office area; great academic resources. Great diversity posters and art work. Great space – but only open to students during office hours, i.e. 8 – 5. Comfortable welcoming space; involvement opportunities and leadership well marketed; support for OSU – OSU PRIDE.

**Marketing Tools**—generally current resources lacking; seem to work together to manage office... what about cultural center connections and other centers? LGBT/Pride Center/ Women’s Center not included in materials provided; 4 cultural centers are not well represented with brochures. No overarching ISS materials available. There is nothing about ISS in the CCs marketing materials. Mission doesn’t address SA values ; focus on individual communities not on collective community. Marketing tools are set up as individual entities

**Website**—we had difficulty figuring out what the mission/values are for ISS—Where does one go for info? How does the office really work? Website not well organized. Hard to navigate and find certain information (events). There is a lack of connection between ISS and the Cultural Centers -- no Cultural centers are listed; mission statement and office links don’t work.

Emphasizes resources for student success and education about cultures; good promotion of diversity within ISS. Very strong in the diversity area, but lacking in content related to civility and dignity; very nice presentation of values on website. Integrity not mentioned; great

opportunities for students to get involved. Responsibility note mentioned on web pages; no communication on website about how ISS meshes with cultural centers.

### **Strengths, Weaknesses, Opportunities and Threats (SWOT Analysis)**

The assessment that perhaps will have the most impact on future development within ISS is the SWOT analysis that each staff member completed prior to our summer retreat in 2009. While the general content of this analysis was not intended to be shared with an external audience, some of the observations and opportunities can offer a glimpse of what we do well and what we hope for the future:

#### **Strengths:**

- Individual units are strong in their mission and essential functions.
- Joint programming shows promise and relevance to students: primarily through Leadership trainings and academic symposia.
- Autonomy of individual units allows for each unit to create those programs that are relevant to each student population.
- Students generally feel welcome in ISS and the office is viewed as supportive
- Directors of programs have longstanding positive relationships with students, thus provide opportunities that are relevant to student needs
- Individual units have long standing histories and relationships with others.
- ISS has developed relationships with student organizations and communities.
- Relationships have been created between academic units (Ethnic Studies) through joint programming (Social Justice hip hop, academic symposium)
- Relationships enhanced through large events: luau, powwow, graduation ceremonies, welcome back barbeques.

#### **Opportunities:**

- Opportunity exists to do creative/experimental work
- Opportunity to define and present to colleagues our definition of our work.
- Opportunity to align our work with student affairs and the institution at large
- Opportunity to enhance relationships across campus
- Opportunity exists to define outcomes and goals that reflect joint creativity
- Opportunity exists to do creative/experimental cross-cultural work
- Opportunity exists to assess our impact on student learning and leadership development.
- Opportunities exist to build on what we have started in leadership training and academic symposia
- Opportunities exist to consciously include women and the lgbtquia community
- Opportunity to create a structure that works for the units and their directors as well as addresses the goals of student affairs
- Opportunity to align our work with student affairs and the upcoming changes across the campus around institutional goals

- Opportunity to work with a variety of units and to enhance the resolution of ISS
- Opportunity to enhance our presence and relationships with colleagues in student affairs, if we can align ourselves as a unit. This requires trust!

### **Initiatives for Intercultural Student Services for 2009-10**

- The transformation of ISS through self-examination
- Intercultural communication and competency (in conjunction with Student Affairs Assessment)
- Research on student demographics
- The first year experience support

### **Conclusions**

In conclusion, ISS has accomplished a great deal in the past year, and has acknowledged struggles and growth opportunities. We have committed to creating change, building relationships and developing the best programs and support for our students that we possibly can. We intend to collaborate with our Student Affairs and Academic Affairs colleagues to build a future that ensures the success of our students. There is no other future that could be more important!