

**Oregon State University
Student Affairs Assessment Council**

Minutes

February 24, 2010

Attendance: Gustavo Martinez-Padilla, Jodi Nelson, Lisa Hoogesteger, Nancy Laurance, Tina Clawson, Melissa Yamomoto, Pat Ketcham, Kim Scatton, Kerry Evans, Victor Santana-Melgoza, Jennifer Viña, Ann Robinson, Kami Hammersmith, Anne Lapour, Jo Alexander, Angi Baxter, Rebecca Sanderson

Welcome and Introductions

Announcements:

Kim Vanderlinden from Student Voice will be here Friday from 9-11am for training in the Autzen classroom in the Library. Can bring closed water bottles and cups that can't spill but will have to put on tables away from computers.

2 new potential resources—do we need to purchase?

AAC&U publication: Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics—Council thought this would be useful and asked that Rebecca purchase copies for council members.

Multicultural Competence in Student Affairs—Many said they had this book and were willing to lend it to others. Council did not think that we needed to purchase a copy for everyone. Rebecca will purchase 2 copies for reference that Council members can borrow.

The Bacc Core Review Task Force has developed two reports and they are posted on the Faculty Senate Web site. The reports are well worth the time to read them. As this evolves, it has great implications for Student Affairs.

Multicultural Education Presentation/Discussion:

Roni Sue—Affirmative Action & Christian Mathias—ASOSU Student Advocate

1. What are the key elements that are included in diversity and multicultural education at OSU/Student Affairs?

Hospitality, key concept to them. It addresses the idea of how do we take care of people. It comes from the discipline of philosophy and is the place from which they begin their work. It does not mean that everyone feels comfortable, but a place for questioning and challenging. Hospitality requires action, active healing and active work to heal things that have been done. The packet has information on core characteristics of hospitality and there are different approaches, process interviews are taken to help people be more effective- hospitality lets you be safe even in the face of discomfort.

Judith Palmer-the three paradigms that people come from, outlined in the characteristics packet, try to teach the paradigm to people. Sometimes people ask for education and training when they may need something more or different, the process interview can help the facilitators understand the needs of the group and develop the curriculum to meet those needs.

Roni and Christian have collected evaluations from day one- objectives initially came out low but after the facilitators gave objectives to the participants at the beginning of the session, the evals came out better as people knew what to expect.

They use multiple methods in an attempt to address as many learning styles as possible.

Refer to packet to see guidelines and resources.

- what is human relations facilitation & dialogue, creating safe environments, communication, ground rules, guidelines, protocols, open ended questions, want people leaving with questions
- communication star, these are continuums, when people know about themselves they become better facilitators, trying to bring the social justice and human relations together, the curriculum is not static, it evolves- people learn about themselves and learn about how others communicate which helps them in communicating with others, it should not be assumed that people come from oral backgrounds rather than written backgrounds which significantly affects their ability to process information.

- the curriculum takes time, an hour will only allow for the very basic outline, sometimes you need to meet the needs of the group which means diverting from the agenda.

- groups of 6 to 8 can do really good dialogue, there is no perfect group size it depends on the tools you are using, usually to build good group dynamics Team Liberation starts with dyads and then moves to larger group work.

- the iceberg analogy of culture which is a staple of training, the facilitators iceberg themselves which creates a safe space for the group to also do this. It helps self exploration and cross-cultural work--it is the and/both feminist model rather than the and/or--the definitions are only a starting point and are not the only definitions.

- pay attention to identity politics which allows for people to have their own experiences; political correctness usually inhibits relationships and communication; talking about cognitive biases helps people understand that we categorize things, we track information that confirms what we already believe and discount information that negates what we believe- this addresses power as relational, power gets left out of most things.

2. What are the methods for educating in those key areas and what are the key components of those methods?

3. How do you know if someone has become multicultural literate or that your educational efforts moved someone along a continuum?

Third page of the outline-evaluation is used for assessing facilitators learning, demographics are important but must be used carefully, the demographics help Team Liberation members understand how different people from different demographics are affected by the curriculum.

4. What would a multiculturally effective or literate OSU graduate look like?

Threw out a list but by no means is it exhaustive, Larry's social distance scale it a good resource.

Many people talk about multicultural competencies but that is not how we refer to it, we use multicultural hospitality rather than competency because this is a process that doesn't have a destination. Competency implies a destination or an ending point.

A good resource is Kathy Obear's work on levels of attitudes for ally work. She created a continuum from repulsion to nurturance and people place themselves somewhere on that continuum. There is success in some movement, not necessarily movement from point one to nurturance but any forward movement is success.

Everyone has an agenda and as facilitators we need to leave our personal agendas at the door, or when facilitating take on the larger agenda.

Also, sometimes you need to avoid mandatory trainings or workshops. They are difficult because people come in resistant and this changes the entire experience for facilitators and participants.

5. What should be reading? Or watching (e.g., videos)?

Reference list of things to read and watch contained in the handouts.

Next Meeting:

**March 10, 2010
9-10:30am
MU Council Room**