

OSU Student Affairs Assessment Council
Minutes
March 31, 2010

Attendance & and favorite color: Angi Baxter- blue, Doug Severs-green, Kent Sumner-blue, Tina Clawson-pink, Ann Robinson-purple, Kami Hammerschmith-orange, Michele Ribeiro-blue, Melissa Yamamoto-aqua blue, Pat Ketcham- orange, Jodi Nelson, Lisa Hoogesteger, Kerry Evans- can't pick a top one, Linda Reid- burnt sienna, Anne Lapour-pink, Beth Dyer-yellow, Gustavo Martinez-Padilla-blue, Rebecca Sanderson

- 1) Welcome and introductions
 - a. Doug Sever- director of fin aid and scholarships, new member
 - b. New name tags for people to learn names, and for DPD training—thank you Eric and UHDS staff for making them for us.
- 2) Announcements
 - a. DPD book- we should read all of it
 - i. Introduction everyone should read
 - ii. Arranged by topic area, then voices which discuss the topics
 - iii. Do what you can do
 - b. April 28th meeting is switched to April 21st from 9-10:30 in MU Council Room
 - i. The communications group will be meeting on the 28th
- 3) Discussion about our learning with Larry Roper—Vice Provost for Student
 - a. Iowa- came back and they are trying to create the standards of multicultural competency
 - b. Multicultural effectiveness & fluency is knowledge, skills and awareness
 - i. Approaches to how people think about competencies, people still have not been able to pin it down or define multicultural competency
 - c. Key elements to learning might want to use or think about- Kolb's model of learning, its multidimensional. People need to understand what an experience means to them and how it fits into their world. Larry would often ask people to keep a journal about their experiences, reflections, how it fits in their world, etc. Active experimentation in meaningful and live situations is also key
 - d. We need to think about how we do this in and out of the classroom, there needs to be an active relationship
 - e. Larry's dissertation talks about some of these things, looked at:
 - i. What was the behavior
 - ii. What happened to people's attitudes and feelings- created affective relationship scale
 - iii. Introduce experiences that may shatter the way in which people have constructed their world and help them to reflect and think about these experiences
 - iv. Blend of experiences and opportunities to help people make sense of the situations
 1. Some people through reflection can understand, while others need the activity and reflection

- f. Larry defined Training as a process where you teach everyone to do something the same way—like fill out time sheets whereas Development is more individualized and harder to evaluate
 - g. Challenged us to think about development of multicultural effectiveness rather than training on multicultural effectiveness
 - h. how do you know if someone has become multicultural effective
 - i. most the time you don't because it is situational and depends on context
 - ii. self report is how many times you document that some learning took place but it lacks the personal and interactional factors—there is not a reaction from the individual who was interacted with to determine if they felt like the person was multiculturally competent
 - iii. someone who is able to interact with the cultural needs of another person is close to a definition of multiculturally competent
 - i. Things to read or watch
 - i. The Diversity Challenge- snapshot of UCLA
 - 1. Good at discussing the dynamic that we are dealing with, the question is how do we have the interactions and activities that we want students to have- application of contact theory and notions of social distance-
 - a. Contact theory- dynamics of this theory
 - i. Equal status contact- cannot function in a hierarchy,
 - ii. must be cooperative, if people feel like they have to compete this will not work
 - iii. institution has to be supportive
 - ii. Building Multicultural Competency: Development, Training, and Practice – haven't read this yet
 - iii. Creating Inclusive Campus Environments
- 4) Rebecca: We have spent most of fall & winter having people come in and talk about this- we have focused on how people are doing this work, we have not gotten to a point of talking about what we have learned,
- a. Where do we go from here?
 - b. Larry: Good curriculum design in one area is good design in multicultural learning, don't need a new frame, if we understand what good teaching looks like then you can be good at teaching multicultural awareness- recommends that we come from a theoretical perspective to ground curricular and assessment work with this. He thinks Kolb's model is a good one.(see below for a brief discussion of Kolb's model)
 - i. If you're trying to assess skills, they are assessed in different ways than assessing knowledge, use methodologies that work for the approach
 - ii. What is the theoretical foundation that you are using to teach this curriculum- need a sound theoretical basis

- c. Spend a few hours on self awareness then people go out and don't necessarily practice what we hope they will do, we are assessing something that we are not teaching- need to have practice with implementing their new knowledge in a way that is meaningful
- d. Many times we take an approach to teach people what they should not do, surface reactions rather than true changes, our approaches are not committed to real learning
- e. An example is bringing people together to talk about what happened and then send them away with an assignment- journal or something, then come back and talk about the observation, then address the issue rather than the specific situation- the focus of the conversation needs to be on the bigger issue about the need for a multicultural environment. Are our trainings really designed for real learning outcomes? Most probably not designed for that. Many designed to avoid a problem- we miss how we live a truly meaningful life- what does an individual really want out of this process
- f. Students can isolate themselves, how do we get students out of this?
 - i. The book "The Diversity Challenge" discusses this
- g. Rebecca: It seems difficult to pull something out of all of this because it is such a huge project, how can we do something beyond ourselves-beyond this meeting
 - i. If people had a theoretical frame, get people out of thinking that this is a one shot deal, and think that this is a process and allow for opportunities, offer a sound theoretical model with how to succeed with that model-
 - ii. Qualitative assessment may be needed or used
 - iii. What are the pieces we need to add onto experiential learning to get to where we want students to be
 - iv. Engaging in service learning and dialoguing about multicultural communities- how do we assess the whole package
 - v. Where in our array of diversity activities are students getting the experience, the awareness, the reflection
 - vi. Variety of opportunities to develop self awareness, reflection, practice, knowledge- it can come from different places but how do we connect all of these pieces
 - vii. Hope would be that students have the buy in and the students then choose the opportunities
 - viii. Maybe we need something like the insight resume in the middle of the student experience and at the end to assess development
 - ix. Start students off with a common conversation and have that reinforced throughout the bacc core, major, co-curriculum, etc.

5) Next Meeting

April 14th 2010

9-10:30

MU Council Room

Guest: Jennifer Nutefall from Valley Library