



Resource Manual: Assistant Director,
Intercultural Center, Whitman College

A Special Project
Presented to
Dr. Jack McPherson
Heritage University

In Partial Fulfillment
Of the Requirement for the Degree of
Masters of Education

Andrew Dankel-Ibáñez
Summer 2008

MASTER'S PROJECT

Notice: This material may be protected by copyright
law (Title 17 U.S. Code).

FACULTY APPROVAL

Resource Manual: Assistant Director,
Intercultural Center Whitman College

Approved for the Faculty



, Faculty Advisor

Dr. Jack McPherson

EXECUTIVE SUMMARY

In 2007, Whitman College created the position of Assistant Director for the college's Intercultural Center to assist students with personal growth through specific opportunities provided to them in the Intercultural Center. The primary function of the position was to advise and counsel students from historically underrepresented populations as well as first generation college students. The assistant director assists with leadership and training for students in planning, developing and implementing social, educational and cultural programs and advises 14 student diversity organizations. Although a generic description of the Assistant Director position was available when the author began in August of 2007, no resource manual or position-related information or materials were then available to provide an orientation or specific instructions needed to carry out the duties and responsibilities of this position. The absence of such information is instrumental in determining the need and purpose for this resource manual. The resulting model resource manual for Assistant Director of the IC, will be designed around key duties and responsibilities which focus on the primary functions of this position.

PERMISSION TO STORE

I, Andrew Dankel-Ibáñez, do hereby irrevocably consent and authorize Heritage University Library to file the attached Special Project entitled, Resource Manual: Assistant Director, Intercultural Center, Whitman College, and make such paper available for the use, circulation and/or reproduction by the Library. The paper may be used at Heritage University Library and all site locations.

I state at this time the contents of this paper are my work and completely original unless properly attributed and/or used with permission.

I understand that after three years the paper will be retired from Heritage University Library. If I choose, it is my responsibility to retrieve the paper at that time. If the paper is not retrieved, Heritage University may dispose of it.


 _____, Author
7-12-08 _____, Date

TABLE OF CONTENTS

FACULTY APPROVAL.....	ii
ABSTRACT.....	iii
PERMISSION TO STORE.....	iv
TABLE OF CONTENTS.....	v
UNIT 1: UNDERSTANDING WHITMAN COLLEGE.....	1
ARTIFACT 1A: STATEMENT ON DIVERSITY.....	2
ARTIFACT 1B: MISSION STATEMENT.....	3
UNIT 2: ASSISTANT DIRECTOR, INTERCULTURAL CENTER.....	4
ARTIFACT 2A: OFFICIAL POSITION DESCRIPTION.....	6
ARTIFACT 2B: ESSENTIAL COMPETENCIES.....	9
ARTIFACT 2C: ADVISOR, IC CLUB PRESIDENT'S COUNCIL..	10
ARTIFACT 2D: DIRECTOR, WISE PROGRAM.....	17
ARTIFACT 2E: DIALOGUES ON DIVERSITY.....	30
ARTIFACT 2F: MENTOR, UNDERREPRESENTED STUDENTS.	31
UNIT 3: STUDENT LEARNING OUTCOMES.....	33
ARTIFACT 3A:INTENDED LEARNING OUTCOMES MATRIX....	34
ARTIFACT 3B: IC STUDENT LEARNING OUTCOMES.....	35
UNIT 4: LOOKING AHEAD: EMERGING IC PROGRAMS.....	49
ARTIFACT 4A: GOALS, PROPOSED PROGRAMS.....	50

UNIT 1: UNDERSTANDING WHITMAN COLLEGE

OVERVIEW STATEMENT: Whitman College is an independent, co-educational, non-sectarian residential liberal arts and sciences undergraduate college, founded in 1882. Since the beginning, the college has distinguished itself as a premiere liberal arts college, committed to providing an excellent well-rounded education.

Located in beautiful Walla Walla, its serene campus, dedicated faculty and caring staff provide an ideal setting for personal growth, learning experiences, close relationships and unique opportunities. Whitman is known for creating an environment in which students can succeed, of academic rigor, personal attention and a strong sense of community. Whitman College has made an institutional commitment to diversity and includes socioeconomic difference within a broad definition of the term.

ESSENTIAL ARTIFACTS:

ARTIFACT 1A: STATEMENT ON DIVERSITY, WHITMAN TRUSTEES

ARTIFACT 1B: MISSION STATEMENT, INTERCULTURAL CENTER

ARTIFACT 1A: STATEMENT ON DIVERSITY

“Diversity is fundamentally important to the character and mission of Whitman College. Diversity enriches our community and enhances intellectual and personal growth. We seek to provide a challenging liberal arts experience for our students that prepares them for citizenship in the global community. By sustaining a diverse community, we strive to ensure that all individuals are valued and respected and that intellectual and personal growth are enriched because of our differences.”

Statement Endorsed November 4, 2005 -The Trustees of Whitman College

ARTIFACT 1B: MISSION STATEMENT

The Intercultural Center seeks to foster intercultural awareness, inclusiveness and respect for all in the Whitman community. We are committed to the enhancement of a positive Whitman experience for students, staff and faculty, especially those from culturally and ethnically diverse communities. The Center seeks to enhance partnerships with academic and administrative offices to infuse multiculturalism throughout all aspects of campus life. We facilitate and encourage ongoing dialogue regarding issues of diversity in order to move towards a more inclusive campus climate.

The Intercultural Center Team provides academic and social support for multicultural and international students. The Center also helps bring diverse perspectives and experiences to the campus by sponsoring various speakers and events; housing a collection of books and videos related to diversity and multicultural issues; and providing information about internship and scholarship opportunities. Additionally, translation services for more than thirty languages can be accessed through the Center's

Language Bank. Whitman has a small, but vibrant multicultural and international community (19.5%). Whitman is home to students from over 45 U.S. states and over 31 foreign countries including Australia, Burma (Myanmar), China, Colombia, Croatia, Ecuador, India, Kenya, Nepal, Pakistan, Zimbabwe, Honduras, and Swaziland.

UNIT 2: ASSISTANT DIRECTOR, INTERCULTURAL CENTER

OVERVIEW STATEMENT: Under the direct supervision of the Intercultural Center Director, the Assistant Director shares with other members of the Student Services staff the general responsibility of supporting the educational aims of the College and of assisting students with personal growth through specific opportunities provided to them in the Intercultural Center.

ESSENTIAL ARTIFACTS:

ARTIFACT 2A: OFFICIAL POSITION DESCRIPTION

ARTIFACT 2B: ESSENTIAL COMPETENCIES

ARTIFACT 2C: ADVISOR, IC CLUB PRESIDENT'S COUNCIL

ARTIFACT 2D: DIRECTOR, WISE PROGRAM

ARTIFACT 2E: DIALOGUES ON DIVERSITY

ARTIFACT 2F: MENTOR, UNDERREPRESENTED STUDENTS

ARTIFACT 2A: OFFICIAL WHITMAN JOB DESCRIPTION

JOB TITLE: Assistant Director, Intercultural Center

FLSA DESIGNATION: Exempt

OFFICE/DEPARTMENT: Intercultural Center

SUPERVISOR: Director of Intercultural Center

BUDGET OFFICER: Dean of Students

PRINCIPAL ACCOUNTABILITIES

The Assistant Director must be able to explain and/or demonstrate that they possess the knowledge, skills, and abilities to safely perform the essential functions of the job, with or without reasonable accommodation.

The Assistant Director for the Intercultural Center:

- Assists in establishing and implementing short- and long-range organizational goals, objectives, policies, and operating procedures; monitors and evaluates operational effectiveness; effects changes required for improvement.
- Advises and counsels students from historically underrepresented populations, low income and first generation college students.

- Assists in the overall leadership and training for students in planning, developing and the implementation of social, educational, and cultural programs at Whitman College.
- Supervises, advises, and provides training for student Diversity organizations.
- Assists in developing, planning and implementing Intercultural Center mentoring programs.
- Assists with recruiting, training evaluation of mentors, and assigning students to a mentor.
- Assists with coordination, implementation and evaluation of retention initiatives and programs for the department.
- Develops and coordinates an on-going campus outreach program for students.
- Assists in the planning and implementing of Intercultural Center programs, events and speakers.
- Provides leadership, supervision and administrative support for Whitman Institute for Summer Enrichment (WISE).
- Collaborates with alumni, parents, faculty and other administrative offices.
- Assists with supervision of student interns.

- Participates in the College's opening week and the multicultural/international Student component of opening week.
- Works with the Office of Admission to plan and present a panel discussion during three Visitor's days a year, attend weekly Student Services Staff Development and Staff meetings.
- Serves on college committees, as needed.
- Is available for occasional evening and weekend work duties.
- Assumes additional duties as assigned.

ARTIFACT 2B: ESSENTIAL COMPETENCIES

The Assistant Director of the Intercultural Center must be able to explain and/or demonstrate that they possess the knowledge, skills, and abilities to safely perform the essential functions of the job, with or without reasonable accommodation.

- Demonstrated ability to work effectively with students, faculty, staff, alumni and parents from diverse backgrounds.
- Excellent listening, verbal and written communication skills.
- Ability to work with and mentor students.
- Familiarity with transition, persistence, achievement and graduation issues for selected student populations including racial/ethnic minorities, low income and first generation.
- Ability to collaborate with others and work as a member of a team.
- Strong understanding and commitment to diversity and the mission of a selective liberal arts college.
- Commitment to continued professional development.
- Experience in advising, program development, student organization advising and leadership training

ARTIFACT 2C: ADVISOR, IC CLUB PRESIDENT'S COUNCIL

The Assistant Director for the Intercultural Center is tasked with advising the IC Club President's Council. Multicultural student groups are among the most active on campus. They promote multiculturalism among Whitman students and community members through a wide variety of activities such as educational speakers, music bands, dances, workshops and food festivals. Currently fourteen such groups operate under the Associated Students of Whitman College (ASWC):

American Indian Association (AIA) – The American Indian Association is a group composed of Indian and non-Indian students, dedicated to educating ourselves and others by utilizing our individual experiences and personal knowledge in order to preserve our Indian culture, both on this campus and abroad. We share the diverse traditions of our people and educate other interested members of the student body through informative Native entertainment, speakers and educators.

Asian Cultural Association (ACA) – The Asian Cultural Association strives to promote cross-cultural communication

between America and Asia. We hope to educate and excite the Whitman campus and the Walla Walla community about all aspects of Asian cultures, from religion and history, to cooking and local customs. The ACA also aims to explore Asian-American cultures, to examine the way in which marginality has produced amalgamations of traditional Asian societies and modern American culture, and to create a forum in which to explore conflicts between the two. Our club is dedicated to exploring racial stereotypes through bringing people of different backgrounds together. Finally, the ACA functions as a resource for individuals and organizations within the community who wish to learn more about Asian cultures.

Black Student Union (BSU) – The Black Student Union at Whitman College is an organization open to all students who are committed to increasing the awareness of African-American issues to campus and the greater Walla Walla community.

Club Latino – Club Latino is a group of Whitman College students of all ethnic backgrounds whose goal is to educate themselves, the community and Whitman campus about the history and culture of

the Latino population of the United States, Mexico, Caribbean, Central and South America, and Spain.

Coalition Against Homophobia – The Coalition Against Homophobia is a student-run, student funded organization committed to ending homophobia, biphobia, transphobia, and heterosexism through education, activism, and social events. We are a diverse and dynamic group of individuals who stand united against all oppression, and we also have lots of fun in the process.

Feminists Advocating Change and Empowerment (FACE) – Feminists Advocating Change and Empowerment (FACE) strives to create an active and empowered community of feminists on the Whitman College campus via educational, activist, and social activities. We challenge and question the roles of women and men in society and celebrate individuality in all of our actions, words, and thoughts.

GLBTQ – GLBTQ stands for Gay, Lesbian, Bisexual, Transgender, and Questioning. GLBTQ is a fun, informal, social group for students who identify themselves as gay, lesbian, bisexual, transgendered or questioning. Membership is confidential.

It is an organization primarily for Whitman students. Staff and Faculty are welcome to participate as well. GLBTQ is organized and led by two student interns and advised by a staff or faculty member.

Hillel-Shalom – Shalom's purpose is really two-fold. The first part of their mission is to provide a community of support for Jewish students that attend Whitman. The club accomplishes this goal through a number of means, but the end result is a fun, energetic, supportive group of individuals who come together to celebrate and to support. The second part of their mission is to increase awareness of the Jewish culture at Whitman and in the greater Walla Walla community.

Hui Aloha – Hui Aloha is a community of students from Hawaii and the mainland coming together to share and learn about Hawaiian culture. From potlucks to hula lessons, we host a variety of fun, group-bonding activities, including the annual spring lu'au. Hui Aloha serves the Whitman campus by bringing awareness of Hawaiian culture within Whitman and as a support group for students from Hawaii.

International Students and Friends Club (ISFC) – The

International Students and Friends club is composed of Whitman College students working towards the goal of bringing the "entire world" to Whitman Campus. This band of students are united in sharing their cultures as well as introducing various cultures to Whitman Campus and the Walla Walla community through song and dance, as well as speakers, and various entertainment and academic based events.

Muslim Students Association (MSA) – The Muslim Students

Association is committed to creating and sustaining a community rooted in respect, care, and commitment to all members. We strive to reveal remedial perspectives which serve as a bridge, linking together seemingly disparate elements of Islamic and western ideals. We look to promote proper understanding of the often misunderstood/misinterpreted Islamic faith. We are dedicated to accomplishing these goals by educating and encouraging cultural competency on our campus.

South Asian Students Association (SASA) – The South Asian

Students Association is a club organized to unite the South Asian population and culture on Whitman Campus as well as share the

South Asian culture with Whitman Campus and the Walla Walla Community. This club will recognize and celebrate the luscious diversity that South Asia holds. The main motivation is to cultivate the South Asian culture on Whitman Campus and embrace the diversity of subcultures in South Asia. The goal of the group will be carried out through various activities associated with culinary arts, dance/music, film, art, etc.

Vietnamese Culture Club (VCC) – The Vietnamese Culture Club (VCC) coordinates activities and programs to raise awareness of Vietnamese culture on the Whitman campus. We are also dedicated to enriching the members' understanding of the Vietnamese culture through various activities and events, such as potlucks and celebrating festivals.

First-Generation / Working-Class Students (FGWC) – Do you feel like you come from a different (i.e. lower) socio-economic background than most of the other students here at Whitman? Does the fact that you're here mean you'll obtain a higher education level than your parents? Is money something you find yourself struggling with? First-Generation/Working-Class Students of Whitman College is here for you. We provide a safe place for

students of a different "class" than the majority of the campus. While most Whitman students are from upper-middle to upper-class background and they usually have at least one parent that graduated from college, members of FGWC grew up with less money and/or their parents received little to no education after high school (or perhaps their parents didn't even get that far). Because of this, FGWC members experience Whitman differently, and sometimes it's hard for them to find people that "get" them. But that's why FGWC is here, so that you're completely surrounded by people that "get" it and thus "get" YOU. It's easy to feel alone, like the only one -- but you aren't. So check it out.

ARTIFACT 2D: DIRECTOR, WISE PROGRAM

The Whitman Institute for Summer Enrichment (WISE) is an all expense paid pre-college program that aims to introduce local middle school students to college life in order to generate excitement for pursuing a college education. Focused on the local Walla Walla community, we will select approximately twenty-four rising 8th and 9th graders who demonstrate academic promise. Studies show that pre-college counseling and intervention have a proportionally higher impact on students who are low-income or whose families are not college educated, and students from those groups will be given priority in scholarship applications for the WISE program.

A three-day residential program, WISE provides students with an experience that combines hands-on learning, team-building, and a glimpse of the academic challenges and support networks which characterize campus life. The program also includes workshops for parents, providing guidance for financial aid, academic choices at the middle school level and other concerns about preparing for college. After the program, we follow WISE “graduates” and continue to support them in planning for college.

The students participating in the program are on-campus for three days and stay in the college dorms for two nights. During the mornings they attend college-like classes and college prep workshops, in the afternoon. There are recreational activities in between all other events.

Background for WISE

Rooted in the Civil Rights Movement of the sixties, the Higher Education Act focused social development policy on providing equal access to postsecondary educational opportunities for society's most marginalized populations—low income, first generation students. Historically, access to education has always been the most effective tool in breaking the chains of generational poverty (Beegle, 2003; Mortenson, 1998). Yet, students born into poverty in the United States were the least likely to become literate and attain a college education (Mortenson 1998; U.S. Department of Commerce, 1999). In fact, the UN Poverty Index ranks the U.S. last among the 17 wealthiest nations in providing equitable access to education for its least advantaged population. "Its terrifying to know that half of the kids of color in the United States drop out of

high school, and that only one in five is prepared for college”
(Vander Ark, 2005).

Despite minimal advances in overcoming race and gender barriers over the last 40 years, poverty continued to be the one barrier to education that had not even been partially overcome (Beegle, 2003; Mortenson, 1993).

“A person by age 24 whose family income falls within the top quartile is ten times more likely to have received a bachelor’s degree than a person whose family falls in the bottom quartile...before the redistribution of higher education opportunity began, the difference was four times.” (Mortenson, 1995).

In 2002, less than one in four low income 18 to 24 year olds in the US enrolled in postsecondary education. According to a study done by the Commission on National Investment in Higher Education, “the single most important factor in determining level of income is level of education.”(1997)

Why is providing equitable access to education for America's least advantaged young people so important?

“It's terrifying to know that half of the kids of color in the United States drop out of high school, and that only one in five is prepared

for college," said Tom Vander Ark of the Bill and Melinda Gates Foundation. "Nationally, only about two-thirds of all students -- and only half of all blacks, Latinos and Native Americans -- who enter ninth grade graduate with regular diplomas four years later." "We're seeing a scary level of income stratification that is the result of educational stratification. And it's becoming important not just for the economy but for our society that we help low-income [students], and especially kids of color, achieve high levels of education so that they can participate in the economy and in our society."

"It may sound like hyperbole," said Mr. Vander Ark, "but this is the economic development issue for our society, and it is the social justice issue of our times. It is the most important long-term issue for the civic health of the republic."

Poverty in the United States

Since 2000, the number of poor Americans has grown by more than 4 million. The official poverty rate in 2003 was 12.5 percent, up from 12.1 percent in 2002. Total Americans below the official poverty thresholds numbered 35.9 million, a figure 1.3 million

higher than the 34.6 million in poverty in 2002. (U.S. Census Bureau, 2003)

On average, one out of every three Americans - 34.2 percent of all people in the United States - are officially classified as living in poverty at least 2 months out of the year (U.S. Census Bureau, 2003). The number of Americans living in severe poverty - with incomes below half of the poverty line - increased by 1.2 million in 2003, to 15.3 million (U.S. Census Bureau, 2003).

Since 1999, the number of poor Americans suffering from "food insecurity" and hunger increased by 3.9 million - 2.8 million adults and more than one million children. In 2002, 34.9 million people lived in households experiencing food insecurity - that is, not enough food for basic nourishment - compared to 33.6 million in 2001 and 31 million in 1999 (U.S. Department of Agriculture, 2003).

The West and South saw the greatest numbers of people entering poverty in 2003; the number in the Midwest rose from 6.6 million to 6.9 million, while the South rose from 14 to 14.5 million people. In the West, 12.6 percent of all people live in poverty, compared to

11.3 percent for the Northeast, 10.7 percent for the Midwest, and 14.1 for the South – the highest of all. (U.S. Census Bureau, 2003)

Nine out of ten Americans believe the federal government has a responsibility to alleviate poverty. A strong majority believes that government should do more, not less, to help people move from welfare to work by providing skills needed to be self-sufficient (Lake, Snell, Perry & Associates, 2002).

Children in America have higher poverty rates than adults, and people 65 and over have higher chronic poverty rates and lower exit rates than children or adults (U.S. Census Bureau, 2003).

The rate and number of children in America living in poverty increased in 2003, to 17.6 percent and 12.9 million children, up from 16.7 percent and 12.1 million in 2002. What's more, children represented 35.9 percent of all the people in poverty – compared with 25.4 percent of the total population.

Children under the age of six have been particularly vulnerable to poverty. In 2003, the poverty rate for related children under six living in families increased to 19.8 percent, or 4.7 million children, up from 18.5 percent and 4.3 million in 2002. Yet, of children under six living in families with only a female householder – with

no father present – more than one out of two, or 52.9 percent, were in poverty, more than five times the rate of their counterparts in married-couple families (U.S. Census Bureau, 2003).

For Americans 18 to 64 years old, both the number in poverty and the poverty rate rose from 2002 to 2003 - from 18.9 million to 19.4 million, and from 10.6 percent to 10.8 percent, respectively (U.S. Census Bureau, 2003).

The number and rate of Asian Americans living in poverty rose the greatest among all groups, to 11.8 percent and 1.4 million, up from 10.1 percent and 1.2 million. Among Hispanics, the poverty rate remained unchanged at 22.5 percent in 2003 -- yet one out of every five Hispanics in America – 9.1 million people -- still live in poverty. And for African Americans, the poverty rate rose only slightly in 2003, to 24.4 percent, up from 24.1 percent. Still, nearly one out of every four, or 8.8 million African Americans lived in poverty (U.S. Census Bureau, 2003).

In 2003, 7.6 million American families - 10 percent of all families - were in poverty, up from 7.2 million (9.6 percent) in 2002 (U.S. Census Bureau, 2003).

In 2003, the gap between rich and poor was greater in the US than in other advanced industrial countries while, "our high rate of an investment in incarceration places us in a class by ourselves." (Meir, 2000).

In 2003, those who were poor became poorer on average – with the number of people living in extreme poverty, with incomes below half the poverty line, climbing by 1.2 million, to 15.3 million people. The number of Americans living in extreme poverty reached the highest level on record, since data first became available in 1975.

While the Census figures revealed a significant number of Americans living in poverty, many experts felt that the measures used by the federal government drastically underestimate the real scale of poverty in America - primarily because the official poverty thresholds were considered "too low." Many experts believed a more accurate estimate of the poverty rate in America would be 30% of the total population. (Economic Policy Institute, 2001.)

Within the field of education, the notion that a culture of poverty existed and caused educators to rationalize assigning culpability to parents. Sociologists

Students who struggled through the immediate needs that poverty presented, learned survival tactics.

Inequality in Education

The United States has one of the highest dropout rates in the industrialized world. Gaps in college attendance for students of different socioeconomic status were as great as they were 30 years ago and getting wider. Wealthy high-achieving students were seven times more likely to attend college – any college – than poor high-achieving students (Fitzgerald, 2004).

Nationally, half of the students of color who entered ninth grade graduated with regular diplomas four years later (Orfield, 2004; Herbert, 2005).

High schools are not the cause of the problem; they are the result. The key is political will. Elected officials have not done away with the idea underlying the old design. The idea behind the old design was that you could train an adequate workforce by sending only a

third of your kids to college – and that the other kids either couldn't do college work or didn't need to. If we keep the system the way it is, millions of children will never get a chance to fulfill their promise because of their zip code, their skin color, or the income of their parents. (Gates, 2005)

Indeed policy reform almost exclusively focused on the establishment of benchmarks throughout the standard's movement. The standards movement promised a quick fix, one-size-fits-all approach to assessing standards through high-stakes testing. By focusing exclusively on standards, the education reform movement effectively diverted funding, national attention, and public support away from providing access to a high quality education for all. Real problems such as poverty, social injustice, and national inattention to issues of equity were ignored (Nelson, Palonsky, McCarthy, 2004). High-stakes testing favored the language and culture of the middle and upper-middle classes, and low scores reflected measures of social standing more than achievement or ability (Neill and Medina, 1989). Students and schools that do poorly were penalized and faced serious consequences, such as grade-retention, invalidation of diploma

requirements, or loss of state and federal funding. Furthermore, standardized test results helped determine placement by presumed ability grouping, or “tracking”, hence enabling the continued support of racial, ethnic and social-class segregation in schools (Yonezawa, 2002). In rural areas and small school districts, the high ratio of students to counselors or more often the lack of available qualified counselors, contributed to a low rate of enrollment in postsecondary education by their graduates. Instead of helping all children equitably access high-quality education, students were sorted out into winners and losers. The real crisis in education was socioeconomic, not academic. Barriers within the educational system prevented all but a select few socioeconomically disadvantaged students from accessing the upward mobility offered by any form of postsecondary education. The real crisis could be more appropriately measured by dropout rates, unemployment statistics, and the juvenile incarceration rate – not by test scores (Nelson, Palonsky, McCarthy, 2004). In rural areas and small school districts, the high ratio of students to counselors or more often the lack of available qualified counselors,

contributed to a low rate of enrollment in postsecondary education by the graduates.

REFERENCES:

AMERICAN COUNCIL ON EDUCATION. (2004). "2005 Federal

Budget Shortchanges Student Aid Programs, www.acenet.edu

BEEGLE, D.M. (2000). *Interrupting generational poverty:*

Experiences affecting successful completion of a bachelor's degree. Unpublished doctoral dissertation, Portland State University, Portland, OR.

FITZGERALD, B. (2004). Director of the congressional advisory

committee on financial aid for the Department of Education.

GATES, W. (2005). "Prepared Remarks by Bill Gates" National

Education Summit on High Schools. Washington, D.C.,
February 26, 2005.

MORTENSON, T.G. (2002). "Shutting the College Doors: Are we

Cutting off the Middle Class?" Education Commission of the
States, 2002 National Forum on Educational Policy.

Hollywood, CA; (1995) "Educational Attainment by Family
Income 1970-1994," *Postsecondary OPPORTUNITY*, Number
41, November, 1995:1.

Herbert, B. (2005). Education's Collateral Damage. *The New York Times*, New York, NY.

NEILL, D.M., AND MEDINA, N.J. (1989). "Standardized Testing: Harmful to Educational Health. *Phi Delta Kappan* 70, p.688-697. NELSON, J.L., PALONSKY, S.B., AND MCCARTHY, M.R. (2004). *Critical Issues in Education Dialogues and Dialectics*. New York: McGraw-Hill.

STEPHENS, S. (2002). "Conference Sees Roadblocks in College Path," *The Plain Dealer*, September 26, 2002.

UNITED NATIONS (2004). *Human Development Report*. OECD and Statistics Canada.

U.S. CENSUS BUREAU (2003). *Income, Poverty and Health Insurance Coverage in the United States: 2003*, Current Population Reports, August 2003; *Dynamics of Economic Well-Being: Poverty 1996-1999*, July 2003.

U.S. DEPARTMENT OF AGRICULTURE (2003). *Household Food Security in the United States, 2002*, October 2003.

YONEZAWA, S. (2002). 'Choosing Tracks: 'Freedom of Choice' in Detracking Schools," *American Educational Research Journal*, p. 40-41.

ARTIFACT 2E: DIALOGUES ON DIVERSITY SERIES

The Assistant Director of the Intercultural Center is responsible for enriching the experience of the entire student body and community by providing opportunities to engage and educate the campus as a whole on issues related to diversity. The assistant director works together with a variety of campus constituencies to facilitate and encourage ongoing dialogue on issues of diversity between students, staff and faculty. The goal of the series is to foster intercultural dialogue and to bring people of all backgrounds together to think constructively and critically about multiculturalism at Whitman, and devise solutions to increase awareness and acceptance. We try to keep the numbers at each group small. Three to four sessions are offered a semester. On average sixteen students attend each session. The Assistant Director is also responsible for bringing diverse perspectives and experiences to the campus by sponsoring various speakers and events while serving as an information resource hub by housing materials such as books and videos related to diversity and multicultural issues as well as access point for translation services for more than thirty languages.

ARTIFACT 2F: MENTOR, UNDERREPRESENTED STUDENTS

The Assistant Director of the Intercultural Center is responsible for providing academic and social support for multicultural and international students with an array of individually tailored services. The Intercultural Center provides safe spaces for students to develop and express their identities and to find support. Due to minimal family background knowledge and experience, historically underrepresented students rely heavily on teachers, other educators and mentors to help them navigate through the complex educational system. For example, Latino students found a great strength from positive interactions with teachers, in particular when teachers gave positive encouragement (Pizarro, 2005). Nevertheless, negative interactions with other school staff overrode the significance of the support offered by one or more teachers. Psychological attacks by school staff while often unconscious and within the context of adopted school norms and practices, fostered a climate of low expectations and low self-esteem for least advantaged students. Most Latino students have few places to turn for guidance in preparing and positioning

themselves for the transitions between levels of education (Pizarro, 2005).

Guidance counselors were typically a nonentity in student's lives. Students viewed counselors as a barrier due to the counselor's encouragement for them to take classes that would not lead to educational success, discouraging them from enrolling in classes that would prepare them for college (Pizarro, 2005).

UNIT 3: STUDENT LEARNING OUTCOMES

OVERVIEW STATEMENT: Student Services professionals at Whitman College are tasked with the responsibility of ensuring that the campus is a true learning community dedicated to providing transferable educational experiences for all students, especially historically underrepresented students. The Whitman College Intercultural Center has adopted six student learning outcomes:

Cognitive Complexity

Knowledge Acquisition, Integration & Application

Humanitarianism

Civic Engagement

Interpersonal & Intrapersonal Competence

Practical Competence

Specific student learning outcomes have been identified for each of the events and programs presented by the Intercultural Center (IC) to address during the academic year.

ESSENTIAL ARTIFACTS:

ARTIFACT 3A: INTENDED LEARNING OUTCOMES MATRIX

ARTIFACT 3B: IC STUDENT LEARNING OUTCOMES 2008-09

**Intercultural Center (IC)
Intended Student Learning Outcomes by Event/Program
Whitman College 2008-09**

Intended Learning Outcomes}	COGNITIVE COMPLEXITY	KNOWLEDGE ACQUISITION, INTEGRATION & APPLICATION	HUMANITARIANISM	CIVIC ENGAGEMENT	INTERPERSONAL & INTRAPERSONAL COMPETENCE	PRACTICAL COMPETENCE
<i>IC PROGRAM</i>						
WISE	X	X			X	X
O-Camp		X	X		X	X
IC Café			X		X	
Campus Speakers	X	X	X		X	X
IC Club Presidents	X	X	X	X	X	X
IC/ Outdoor Programs					X	
Friendship Families			X	X	X	
Dialogues on Diversity	X	X	X	X	X	X
UN Day Talent Show		X	X	X	X	
International Banquet	X	X	X	X	X	
IC Fall Trip	X	X	X	X	X	
MC Festival of Lights		X	X	X	X	
MLK Candlelight March			X	X	X	
Tunnel of Oppression	X	X	X	X	X	X
Int'l Tax Workshop		X		X		
IMAGINE Celebration			X	X	X	

ARTIFACT 3B: IC STUDENT LEARNING OUTCOMES 2008-09

Cognitive Complexity

As a result of participating in Dialogues on Diversity Series, students will learn to think constructively and critically about multiculturalism at Whitman, and devise solutions to increase awareness and acceptance.

As a result of participating in the Whitman Institute for Summer Enrichment (WISE) Program, middle school students will learn and experience life on a college campus and a glimpse of the academic challenges and support networks which characterize college campus life.

As a result of assisting in the Whitman Institute for Summer Enrichment (WISE) Program, student resident assistants will learn to engage with young people in constructive ways and be open to change.

As a result of participating in IC Club President's Council, students will learn to view leadership as a process and engage with others in constructive ways.

As a result of volunteering in Dialogues on Diversity, student facilitators will learn to foster intercultural dialogue and bring

others to think critically about multiculturalism and devise solutions to increase awareness and acceptance.

As a result of participating in the IC Fall Trip to Tamástslikt Cultural Institute, students will learn to appreciate the history, culture and traditions of the Cayuse, Umatilla and Walla Walla Tribes.

As a result of participating in Tunnel of Oppression, students will learn to articulate an understanding of the impact of oppression and hatred on the Whitman Campus.

As a result of participating in International Banquet and UN Day Talent Show, students will learn to appreciate world art, food and culture.

As a result of participating in campus speaker presentations, students will learn accept and appreciate worldviews and perspectives that challenge dominant culture social positions.

Knowledge Acquisition, Integration & Application

As a result of participating in IC Club President's Council, student leaders will learn to understand group dynamics and gain knowledge of diverse cultures and oppressed groups.

As a result of participating in the WISE Program, students will learn to understand and value the pursuit of a college education as well as the preparation to navigate through the secondary school system in order to be college-ready.

As a result of participating in International Student Orientation (O-Camp), international students will learn strategies to minimize the adjustment period between home and college.

As a result of participating in campus speaker presentations, students will learn to understand social dynamics of identity development and to gain knowledge of diverse cultures and oppressed groups.

As a result of participating in Dialogues on Diversity, students will learn to understand identity development and to integrate multiculturalism across disciplines and how these issues inform the Whitman experience.

As a result of participating in the UN Day Talent Show and International Banquet, students will learn cultural traditions, food and artistic presentations from the International Students and Friends Club.

As a result of volunteering in Dialogues on Diversity, student facilitators will learn to understand identity development models and to enact leadership in focused discussions amongst people of all backgrounds on issues of multiculturalism at Whitman.

As a result of participating in the IC Fall Trip to Tamástslíkt Cultural Institute, students will learn the history, culture and traditions of the Cayuse, Umatilla and Walla Walla Tribes.

As a result of participating in the Multicultural Festival of Lights, students will learn to value the cultural, religious, ethnic and national traditions associated with winter or holidays celebrated in December.

As a result of participating in Tunnel of Oppression, students will learn to understand the history of intolerance and hatred while gaining knowledge of diverse identities and oppressed groups.

As a result of participating in the International Tax Workshops, international students will learn to understand the United States tax structure and file correct tax documents.

As a result of participating in the IMAGINE Celebration, student interns will learn to understand group dynamics of organizational

leadership and gain knowledge of diverse cultures and world musical traditions.

Humanitarianism

As a result of participating in IC Club President's Council, students will learn to understand uses of power, value intercultural dialogue and appreciate social justice issues.

As a result of participating in International Orientation (O-Camp), international students will learn to adjust to cultural and personal differences and commit to practicing cross-cultural communication.

As a result of participating in the Intercultural Café, students will learn to practice humanitarian skills and commitment to intercultural dialogue.

As a result of participating in campus speaker presentations, students will learn to gain knowledge of humanitarian issues and understand uses of power and nature of oppression.

As a result of participating in IC Club President's Council, students will learn to value humanitarian states of mind and social responsibility and be committed to social justice.

As a result of participating in Friendship Families, international students and Walla Walla community members will learn to practice humanitarian skills and be committed to cross-cultural communication.

As a result of participating in Dialogues on Diversity, students will learn to trust and respect others and be aware of cultural and personal differences within the Whitman Community.

As a result of volunteering in Dialogues on Diversity, student facilitators will learn to practice intercultural communication and understand the uses of power and nature of oppression within the Whitman Community.

As a result of participating in the International Banquet and UN Day Talent Show, students will learn to value humanitarian states of mind and gain knowledge of world cultural practices.

As a result of participating in the IC Fall Trip to Tamástslíkt Cultural Institute, students will learn to understand historical

uses of power and nature of oppression towards the Cayuse, Umatilla and Walla Walla Tribes.

As a result of participating in Multicultural Festival of Lights, students will learn to value humanitarian states of mind and gain knowledge of world cultural practices during the month of December.

As a result of participating in the Martin Luther King Celebration and Candlelight March, students will learn to practice humanitarian skills and gain knowledge of humanitarian issues.

As a result of participating in Tunnel of Oppression, students will learn to understand uses of power and nature of oppression and gain knowledge of humanitarian, cultural and social issues at Whitman.

As a result of participating in the IMAGINE Celebration, students will learn to be aware of cultural and personal artistic traditions and value humanitarian states of mind.

As a result of volunteering in the IMAGINE Celebration, student interns will learn multicultural competence and be committed to practicing humanitarian skills.

Civic Engagement

As a result of participating in IC Club President's Council, students will acquire the tools necessary to lead their clubs collectively and refine their ability to empower club members through development of common purpose and civic awareness.

As a result of participating in Friendship Families, students and community members will learn to value civic awareness and responsibility while practicing engaged citizenship.

As a result of participating in Dialogues on Diversity, students will learn to create effective change and practice intercultural dialogue on Whitman campus.

As a result of volunteering in Dialogues on Diversity, student facilitators will learn to create effective change, value civic responsibility and practice collective efficacy.

As a result of participating in the International Banquet and UN Day Talent Show, students will learn to value civic responsibility and practice engaged world citizenship.

As a result of participating in the IC Fall Trip to Tamástslíkt Cultural Institute, students will learn to develop their civic awareness about Native Tribes of the Northwest.

As a result of participating in the Multicultural Festival of Lights, students will learn civic awareness, common purpose and value civic responsibility.

As a result of participating in the Martin Luther King March and Candlelight Vigil, students will learn to develop civic awareness, value civic responsibility and practice engaged citizenship.

As a result of participating in the Tunnel of Oppression, students will learn to create effective change, develop common purpose and practice engaged citizenship.

As a result of participating in the International Tax Workshop, international students will learn to value civic responsibility and practice engaged citizenship.

As a result of volunteering in the IMAGINE Celebration, student interns will learn to develop common purpose, create effective change and practice engaged civic awareness.

As a result of participating in the IMAGINE Celebration, students will learn to value civic engagement and develop civic awareness.

Interpersonal & Intrapersonal Competence

As a result of participating in the WISE Program, middle school students will learn to develop consciousness of self, identify passions, practice self-efficacy and collaboration with others.

As a result of volunteering in WISE Program, student resident assistants will learn to work with others, apply self-knowledge and discuss cultural differences and issues with younger students.

As a result of participating in O-Camp, international students will learn to develop consciousness of self, manage personal emotions, discuss cultural differences and engage across identities.

As a result of participating in Intercultural Café, students will learn to engage across difference, apply self-knowledge and discuss cultural issues with others in the Whitman Community.

As a result of participating in campus speaker presentations, students will learn value cultural heritage, develop consciousness of self and identify passions.

As a result of participating in IC Club President's Council, students will learn value cultural heritage, practice collaboration, and engage across differences with others.

As a result of participating in IC and Outdoor Program Trips, students will learn to gain knowledge about themselves, identify passions, and discuss cultural difference and issues.

As a result of participating in Friendship Families, international students and community members will learn to engage across cultural differences, gain knowledge about themselves and value cultural heritage.

As a result of participating in Dialogues on Diversity, students will learn develop consciousness of self, value cultural heritage, engage across difference and discuss identity development.

As a result of volunteering in Dialogues on Diversity, student facilitators will learn to apply self-knowledge, discuss cultural differences and practice interpersonal sensitivity.

As a result of participating in the International Banquet and UN Day Talent Show, students will learn to value cultural heritage, practice collaboration and engage across difference.

As a result of participating in the IC Fall Trip to Tamástslíkt Cultural Institute, students will learn to value the cultural heritage of the Cayuse, Umatilla and Walla Walla Tribes and discuss cultural differences and issues.

As a result of participating in Multicultural Festival of Lights, students will learn to value cultural heritage and gain knowledge about themselves.

As a result of participating in MLK March and Candlelight Vigil, students will learn to develop consciousness of self, value cultural heritage and be committed to social justice.

As a result of participating in the Tunnel of Oppression, students will learn to develop consciousness of self, practice interpersonal sensitivity and engage across difference and issues of oppression.

As a result of participating in the IMAGINE Celebration, students will learn to value cultural heritage, engage across difference and gain knowledge of self.

As a result of volunteering in the IMAGINE Celebration, student interns will learn to work with others, practice collaboration and be committed to cultural awareness.

As a result of volunteering in the Tunnel of Oppression, students will learn to work collaboratively with others, gain knowledge of self and be committed to fostering awareness of oppression on the Whitman Campus.

Practical Competence

As a result of participating in the WISE Program, middle school students will learn to develop effective communication skills, apply problem solving strategies, practice risk taking and set individual goals.

As a result of volunteering in the WISE Program, student resident assistants will learn to develop effective communication skills, serve as a role model, facilitate group processes, develop group leadership skills and identify common purpose in groups.

As a result of participating in O-Camp, international students will learn tools to develop and practice effective cross-cultural communication, practice risk-taking and apply problem-solving strategies.

As a result of participating in Intercultural Café, students will learn to develop effective oral communication skills and practice risk taking.

As a result of participating in the IC Club President's Council, students will learn to develop effective communication skills, facilitate group processes, develop group leadership in peers,

identify common purpose in groups, delegate and help groups set goals.

As a result of participating in Dialogues on Diversity, students will learn to develop oral communication skills, practice risk-taking and set individual goals.

As a result of volunteering in Dialogues on Diversity, student facilitators will learn to practice effective oral communication, serve as role models, identify common purpose in groups and apply problem solving strategies.

As a result of volunteering in the Tunnel of Oppression, students will learn to develop effective oral communication, practice risk-taking and apply problem solving strategies.

UNIT 4: LOOKING AHEAD: EMERGING IC PROGRAMS

OVERVIEW STATEMENT: The following proposed programs focus on assisting students with personal growth by nurturing their potential, enhancing opportunities and providing support for holistic identity development.

ESSENTIAL ARTIFACTS:

ARTIFACT 4A: GOALS AND OBJECTIVES 2008-09

ARTIFACT 4B: 2008-09 IC CALENDAR OF EVENTS

ARTIFACT 4A: GOALS, PROPOSED AND EVOLVING PROGRAMS

The following goals, proposed and evolving program development focus on assisting students with personal growth by nurturing their potential, enhancing opportunities and providing support for holistic identity development.

First-Year MC Student Outdoor Experience, Rooks Park

In collaboration with the Outdoor Program, first-year multicultural students will be invited to attend a daylong trip to Bennington Lake/Rooks Park. Students will be exposed to a number of outdoor recreational activities including but not limited to: sea kayaking, hiking, team-building activities, a barbeque in the park and other bonding experiences. IC Club presidents will also be invited to attend and share information about their clubs and recruit new members in an informal setting.

Resource Manual for Assistant Director, Intercultural Center

Over the course of this upcoming summer, I will dedicate a significant portion of my efforts to developing a tool for organizing the responsibilities of this new position. Although a generic description of the Assistant Director position was available when I

began in August of 2007, no resource manual or position-related information or materials were then available to provide an orientation or specific instructions needed to carry out the duties and responsibilities of this position. The absence of such information is instrumental in determining the need and purpose for this resource manual. The resulting model resource manual for Assistant Director of the IC, will be designed around key duties and responsibilities, which focus on the primary functions of this position.

WISE 2008

In February of 2008, the Board of Trustees approved a slightly leaner program budget for the previously grant-funded program, making WISE a permanent fixture with the operating budget.

WISE is an all expense paid pre-college program focused on exposing least-advantaged students to what life at college is all about--from the classroom to extracurricular activities. The overall mission of WISE is to inspire middle school students to attend college and empower them with the tools to succeed in their academic careers. Students will take college-like courses from Whitman Faculty members in the disciplines of Science

(Astronomy), Applied Math, and Humanities (Latin American History). Parents will attend workshops that will guide them in supporting their children to successfully navigate the college application process.

Community Mentoring Program

Whitman students, especially those from underrepresented backgrounds will be invited to participate in a pilot program that links them with young people in the WW community who come from similar backgrounds.

UNITY House Concept

During the course of conversations with students this year, the question that consistently gets asked is, “when are we going to have the ‘Unity House’ built?” In particular, on each occasion when underrepresented students experience incidences of intolerance on or off campus, they become frustrated with the institution because there is no such space for them to vent. Many students, especially those who participated in the informational sessions, are eager to see the ‘safe space’ concept come to fruition. At a minimum, students should be invited to pizza dinners to hear updates on the status of the house, give input on the ideal location

of the house, and most importantly, begin the brainstorming process of precisely what each space within the house will be devoted to accomplishing.

'Wrap it up' End of the Year BBQ for 1st Years

Before finals, students will be invited to an outdoor barbeque to 'wrap up' their first year at college. Faculty and staff of color will be invited to hang out with first year students and wish them farewell for the summer. This event could occur on the side lawn of Reid or on May 5th when Bon Appetite is planning to move the dining halls outside for dinner.

Diversity Discussion and Speaker Series

Overview: The following proposed educational series focuses on the existing situation of people presented in a format that allows students to reflect upon their own condition and empowers them to be the change they desire they seek for the world.

Interfaith Service of Welcome and Welcome Back-Opening

Week – In collaboration with the office of Spiritual Life, the IC will identify students from varying wisdom traditions to participate in the service that will be held during opening week.

Keeping it real... – A weekly [bi-monthly(?)] conversation with students about current issues facing students of color on campus. Ideally this would occur in a safe space that the IC currently does not possess, but would easily be adapted to a 'Unity House' or 'Full-spectrum' house concept whose fate still lies in the hands of the college. In the meantime, a residence hall lounge, interest house, or somewhere in Reid could potentially serve as the venue. Both Residence Life and the Interest House Community will be invited to collaborate on this venture.

Proposed Speakers:

Rigoberta Menchu, Nobel Peace Prize Winner, Guatemalan
Congresswoman

Sherman Alexie – Changing your narrative, in collaboration with
AIA

Donna Beegle – Poverty Competency, in collaboration with FGWC

Dr. Michael Eric Dyson – the legacy of MLK's death, 40 years later

Lalo Alcares – Political Cartoonist, L.A. Weekly, in collaboration
with Political Science Dept. and the Pioneer Student newspaper.

Proposed and Evolving Programs/Responsibilities

WISE Program Preparation

Ongoing, June/July 2008

Finalize decisions on applications and notify participants and families, develop materials for parents and students, translate materials into Spanish, finalize program details, develop program evaluation plan (learning outcomes), work with Conferences and Events staff to finalize on-site arrangements, send reminders to students and parents, finalize student rosters, send final schedule and reminders about the program, mail book to read for students and materials for parents, confirm with Conferences and Events and Bon Appetite, put together welcome packets for students and parents, and develop training materials for resident and student assistants.

IC Events Calendar 2008-09

30 June 2008

Input IC planned and on-going 2008-09 events into calendar format, add anticipated events and speakers, provide a brief description of each event, submit calendar to President's office.

First Year Outdoor Experience *Ongoing, June/ July 2008*

Collaborate with Outdoor Program, establish student learning outcomes, decide date, time, location and type of activity.

Diversity Discussion Series *June/ July 2008*

Work with Residence Life to determine framework, content, times, dates, and identify multicultural allies within the faculty to help facilitate small, focused discussions on specific issues as they relate to multiculturalism at Whitman.

IC Student Learning Outcomes *Ongoing, June/ July 2008*

Identify specific student learning outcomes for each IC activity and event during the 2008-09 academic year, as they relate to the holistic development of traditionally underrepresented students.

Resource Manual, Assistant Director IC *July 2008*

Collect position-related information, materials, and essential information, to design an orientation and specific instructions

needed to carry out the duties and responsibilities of this unique position.

Contact Lecturers & Speakers *Ongoing, June/July 2008*

Finalize details for Freedom From Discrimination Month Keynote Speaker, Dr. Donna Beegle. Inquire about availability of Professor Michael Eric Dyson, Nobel Peace Prize Winner Rigoberta Menchu, and Author Sherman Alexie.

IC Webpage Maintenance *Ongoing, June/July 2008*

Revise website format, add IC events calendar, edit IC website links, upload photos from previous events, and add IC clubs information.

Develop Peer-Mentoring Program *July 2008*

Identify, screen and select 15 Whitman IC students to participate in a pilot peer mentoring program designed to assist incoming first-year students of color with their adjustment to the college.

PROPOSED IDEAS

STUDENT ADVISORY BOARD

The IC Student Advisory Board was created to provide advice/guidance to make Whitman College a more warm, welcoming and respectful environment for students from underrepresented populations.

The IC Student Advisory Board provides a forum for open discussion, leadership development and collaboration in the interest of positive change. This dialogue is valuable to our on-going efforts to create a climate on campus that is conducive to ideals of multiculturalism and inclusiveness.

The IC Student Advisory Board is composed of Whitman College students representing the diverse nature of the student body. Care is taken to ensure that Board composition is encompassing of the diverse backgrounds and interests of the Whitman community. The Student Advisory Board values diversity in all its forms and as a body, desires to reflect the diversity of Whitman's

student body in terms of academic disciplines, degree programs, race, nationality, sexual orientation, gender and social class.

Members of the IC Student Advisory Board share a demonstrated commitment to the short- and long-term success of Whitman College.

PEER MENTORING PROGRAM

The IC Peer Mentoring Program is designed to assist incoming first-year students of color with their adjustment to the Whitman College environment. Major goals of the program include helping students become familiar with campus resources, facilities, academic expectations, social and academic programs, and the college's rules, policies, and procedures.

First-year students (*mentees*) from culturally diverse backgrounds and majors are paired with upper class student leaders of color who serve as peers, mentors and role models. These leaders serve as mentors who provide academic and developmental support through relationship connections, leadership development, support resources, direction and guidance, as well as participating in campus wide programming.

The Peer Mentoring Program is designed with our students in mind!

Welcome Mixer

The day before classes start in the fall semester, the Welcome Mixer is held. This is an opportunity for all of the mentees to officially be introduced to the Peer Mentoring Program. Mentees are introduced to the program advisor, mentors, and other mentees. The Welcome Mixer is also one of the first opportunities for mentees to connect with their mentor and exchange contact information.

Community Service Project

As a way for our students to practice civic responsibility and gain community awareness from outside the Whitman 'bubble', peers and mentees will select a group service project. Our students have the opportunity to bond with one another while taking part in this community service project and helping maintain the bond between Whitman students and the Walla Walla Community.

End of the Year Appreciation Dinner

The End of the Year Appreciation Dinner is held in April before the end of classes. The appreciation dinner is an opportunity to thank

all of the program participants for their hard work and dedication throughout the year. During the dinner, mentors and mentees are recognized for their involvement throughout the previous year. Award recognitions include Mentee of the Year, Mentor of the Year and Advisor's Choice. Special recognition and words of congratulations are also extended to the graduating seniors.