



OFFICE OF MULTICULTURAL AFFAIRS PROGRAM REVIEW 2018-2021



Jonathan Page, Director of the Office of Multicultural Affairs and Title VI Coordinator

LONGWOOD UNIVERSITY

Office of Multicultural Affair Program Review 2018-2021

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Office of Multicultural Affairs Program Review 2020-2021
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2020-2021 Program Review							
DEPARTMENT: Multicultural Affairs (Student Engagement/Student Affairs)							
PREPARED BY: Jonathan Page, Director of Multicultural Affairs							
PROGRAM REVIEW SUBMISSION DATE: 30 June 2021							
PART ONE: PROGRAM DESCRIPTION							
<p>1. Describe the department/area mission statement, function and purpose, and areas of responsibility.</p> <p>Mission: The Office of Multicultural Affairs (OMA) is dedicated to developing, educating, empowering, challenging, and supporting historically marginalized and underrepresented student populations by promoting a healthy, socially just, ethically engaged, and inclusive community of citizen leaders poised with the skills necessary to transform their communities and the world.</p> <p>Vision: The Office of Multicultural Affairs (OMA) aims to help students find places where they feel they belong and support them in making change in their communities. It creates intersectional opportunities to learn, engage, and find community as it relates to race, gender, sexuality, and more. The essential goal is to support students in their exploration of all of their identities.</p> <p>Focus Areas: A) Cultural Events and Programming B) Diversity and Inclusion Education C) Student Outreach and Support</p>							
<p>2. Describe Current Staffing: List the number of positions currently in the department:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Position type:</th> <th style="text-align: left;"># of positions:</th> </tr> </thead> <tbody> <tr> <td>Classified: Full time</td> <td>1 (shared)</td> </tr> <tr> <td>Student workers</td> <td>model varies; funding available</td> </tr> </tbody> </table>		Position type:	# of positions:	Classified: Full time	1 (shared)	Student workers	model varies; funding available
Position type:	# of positions:						
Classified: Full time	1 (shared)						
Student workers	model varies; funding available						

Administrators: Full time	2
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3. Department Strategic Goals and Student Learning Outcomes:

Office of Multicultural Affairs (OMA)—Goals and Example Outcomes

Strategic Goals:

1) Expand and develop campus-wide cultural programs and events to create a more inclusive and culturally aware campus

With the growth of diversity in our student body, there is a greater need for programming to address areas of intersectionality, multiracial/multiethnic, and social identity cultural programs. OMA strives to create a space for students to experience a more inclusive and culturally aware campus. To achieve this, we will work to increase the awareness, education, and development of all students by expanding our campus-wide cultural programs and events.

Example Outcome(s):

1. OMA will create experiential/interactive programs that encourage students to engage with cultural and identity groups different than their own.
2. Revamp and restructure cultural heritage month celebration programs and events.
3. Create programs that explore intersectionality and that foster and increase intercultural understanding and advocacy.

2) Increase and strengthen student outreach initiatives that lead to retention

OMA is committed to the creation and development of our students as citizen leaders prepared to make positive contributions for the common good. We will develop and strengthen programs that lead to student retention as well as leadership opportunities.

Example Outcome(s):

1. Institute a Multicultural Club and Organization Presidents' Roundtable to address needs, concerns, and issues related to membership, programming, and campus climate.
2. Establish the RISE mentoring program for incoming first year students to aid in their transition to college.
3. Develop curriculum and program modules for Student Success Coaching Groups aimed at first-year retention.

3) Develop and expand campus-wide diversity education to create a more culturally competent student body

In order to embrace and celebrate the diversity on our campus, we will develop and implement cultural education workshops and trainings in order to create a more culturally competent student body. It is important to foster a community that values diversity and is committed to engage in inclusive practice.

Example Outcome(s):

1. Create dynamic and engaging diversity, equity, access, and inclusion trainings and workshops.
2. Establish common definitions and language for diversity and inclusion terminology.
3. Collaborate with clubs, organizations, and offices to create specific workshops based upon needs assessments.
4. Create intergroup dialogue groups to address issues and foster intercultural communication, collaboration, and understanding.

4) Improve data and assessment collection to guide programming decisions and initiatives as well as for continuous improvement

Our aim is to improve the assessment and data collection of our programs, services, and initiatives. We will identify, develop, and implement effective and efficient systems of data gathering. We are committed to tracking the number of students (especially first years) who attend and participate in programs, trainings, events, and activities with our office to better enhance the effectiveness of our programs and services.

Example Outcome(s):

1. Develop and implement a digital way of tracking multicultural programs and events.
2. Identify ways to assess student engagement with and captures the impact of OMA on their Longwood experience.
3. Refine OMA assessment tools and implement Student Engagement Unit common program assessment (to include first-year outcomes).

5) Develop and implement resources and support for the NH Scott Multicultural and Clark House Intercultural Centers

With the addition of the Intercultural Center to our currently existing N.H. Scott Multicultural Center, we will identify, create, and implement resources and funds to support the growth and development of our students and the Center.

Example Outcome(s):

1. Collaborate with Fraternity and Sorority Life (FSL) in the development on a space usage and guidelines/expectations for intercultural center.
2. Establish a resource center/library for students.

3. Establish line item allocations for support of the intercultural center

6) Create, promote, and encourage a supportive and welcoming campus environment that helps to provide a sense of connection and belonging

As one of the biggest challenges facing underrepresented student populations on campus, particularly at a PWI, it is critical to create affinity groups, places, and spaces that are accepting, welcoming, and supportive. A key to retention of underrepresented students is connecting with and fostering a sense of belonging, community, and inclusion.

Example Outcome(s):

1. Establish affinity groups for specific identities and interests.
2. Create a mentoring program that supports needs and challenges of underrepresented student populations.
3. Aid in the creation of the Muslim Student Association (MESA)
4. Expand the use of the N.H. Scott Multicultural Center

7) Develop and strengthen partnerships with campus and community partners to support diversity, equity, and inclusion

The success of any program is dependent upon the resources and support provided to it. A strong aid in this endeavor is collaboration with others. To this end, we will develop, improve, and strengthen partnerships with both campus and community partners to not only support diversity, equity, and inclusion efforts, but also to help foster and sustain community engagement.

Example Outcome(s):

1. Co-host educational events with campus partners (e.g., Disability Resources and Conduct and Integrity).
2. Collaborate with other groups, agencies, and organizations to provide coordinated services and opportunities for students.
3. Develop and sustain diversity programs and services that support campus and community engagement.
4. Develop partnerships with organizations, offices, and agencies that support and promote the initiatives of OMA.

3.1 How do the department Strategic Goals and/or Student Learning Outcomes align with and support Student Affairs and Longwood University's mission and strategic goals?

The Office of Multicultural Affairs (OMA) utilizes the Student Affairs and University's strategic goals and priorities as guidelines to create programs and services that assist in providing students with appropriate and transformative campus experiences that promote their learning and well-being in an inclusive environment. OMA also seeks to create collaborations

with campus and community partners. It encourages engagement in leadership and academic opportunities that support and enhance the development of citizen leaders. Further, OMA provides a forum that fosters understanding of and appreciation for multiple cultures.

The Office of Multicultural Affairs strategic goals and student learning outcomes directly align with and support both Longwood University's and Student Affairs' mission and strategic goals:

Longwood University Mission

Longwood University is an institution of higher learning dedicated to the development of citizen leaders who are prepared to make positive contributions to the common good of society.

Institutional Strategic Priorities (Supported by the Office of Multicultural Affairs)

Reflecting the Diversity of America—strong commitment to diversity of background and of intellectual perspective is critical for our success pedagogically and civically.

A Culture of Philanthropy—it of paramount importance for Longwood to build a true culture of philanthropy, among alumni and friends as well as on campus in spirit, budget, and procedure

Student Affairs Mission

Student Affairs supports Longwood's mission to prepare citizen leaders by providing educational and co-curricular opportunities designed to challenge and support students as they learn and develop. Through intentional collaboration with campus partners, we create an engaging, diverse and inclusive community that positively influences student well-being, learning, development, and success. (6/2018; reviewed 08/2020)

Student Affairs Strategic Goals (Supported by the Office of Multicultural Affairs)

1. Focus on holistic, high-impact, student-centered, and learning-centered programs and practices
 - 1.1. Identify the unique needs, abilities, and interests of emerging and existing student populations and develop strategies, programs, and practices to ensure public health and student success.
 - 1.2. Ensure accessibility of services and programs by adopting non-traditional working hours and universal access practices, when appropriate.
 - 1.5. Work with institutional and survey data to discover and address factors that influence student success and retention.
 - 1.6. Serve as coaches, supervisors, mentors, providers, educators, and advisors to help students make meaning of their college experiences increasing the chances of a successful transition to and from college.

- 1.7. Develop policies, procedures, programs, and opportunities for all students that will foster self-efficacy and emotional resiliency.
2. Model and promote personal responsibility, intercultural competencies, socially just practices, and civic engagement
 - 2.1. Encourage, seek, and provide opportunities for students, faculty, and staff to engage with and contribute to their local communities.
 - 2.3. Facilitate training and instruction related to risk management, ethical decision-making, bystander intervention, well-being, and healthy choices.
 - 2.4. Develop programs and practices to increase awareness and appreciation of students' varying identities.
 - 2.5. Continue to support student participation in experiential and transformative learning opportunities to increase community and global awareness, consciousness, and engagement.
 - 2.6. Sponsor trainings and programs to increase empathy and cultural awareness and competencies.
3. Collaborate with partners to foster integrated and reflective learning, purposeful engagement, and academic success
 - 3.1. Develop creative strategies for using spaces in ways that will encourage student engagement and affinity with each other, the University, and the local community.
4. Strengthen a culture of continuous improvement committed to excellence
 - 4.8 Adjust program expectations based on shifting student demographics and emerging populations; utilize new technology and other delivery modes without losing personal connection with students.

3.2 Describe how the department consistently engages in the discussion, review, assessment, and revision of program Strategic Goals and Student Learning Outcomes.

The Office of Multicultural Affairs has worked to be more consistent in the completion of assessment and review in order to make effective data-driven decisions. This continues to be an area of opportunity to improve. OMA has seven strategic goals that relate to the three key focus areas of the office. These goals are flexible enough that they can be adjusted with new outcomes, targets, and measures as needed. OMA annually engages in strategic planning during the summer to establish the learning goals and objectives for the upcoming academic year and determine what will be evaluated in the institution's WEAVE/Watermark assessment platform at the end of the academic year. The office reviews the previous year's assessment data to help determine what programs and activities were successful (met the desired outcome), which can be adjusted to meet outcomes, and which can be eliminated. At the end of the fall semesters, OMA engages in a mid-year check in to examine assessment data to date. At the end each academic year, assessment data is compiled for entry into the

WEAVE/Watermark platform to evaluate whether goals and outcomes were met or not met and develop action plans to address goals and outcomes that were not met.

4. Previous goals and activities: *(Describe department goals and activities since the last program review. Note any changes in the department in terms of organizational structure, staffing, and other resources.)*

Three years ago, the office underwent an organizational change transitioning from the Office of Citizen Leadership and Social Justice Education (CLSJE) which had four professional staff members (Assistant Director of Community Engagement, Assistant Director of Leadership Development and Programs, Assistant Director of Diversity and Inclusion, and Director of CLSJE) to the Office of Multicultural Affairs (OMA) which has two professional staff members (Assistant Director and Director of Multicultural Affairs). Initially, the office had two E&G accounts and two Foundation accounts. Currently, OMA has one E&G account and two Foundation Accounts. Additionally, OMA in collaboration with the Office of Fraternity and Sorority Life (FSL), established another resource with the creation of an additional cultural center, the Clark House Intercultural Center.

Current OMA Strategic Goals 2020-2021

4.1 Strategic Goal: Inclusive Leadership

Person responsible: Director and Assistant Director

Activities for attainment of goal: Students will participate in an inclusive leadership skills inventory to identify their top strengths as well as identify key areas of opportunity to develop with an action plan.

Relation to departmental mission statement and student learning outcome(s) addressed: Through our inclusive leadership trainings and workshops, we addressed the departmental mission statement by challenging students as they developed and also creating an engaging, diverse, and inclusive community that positively influenced student well-being, learning, development, and success.

OMA Student Learning Outcome: Students will identify the characteristics of inclusive leadership, particularly with regard to advocating for inclusion and equity for historically underrepresented and marginalized groups.

Method(s) of measuring goal attainment:

Post training/workshop assessment
Identifying Leadership Strengths

Assessment of goal attainment:

During the 2020-2021 academic year, the office held four workshops that were centered specifically on inclusive leadership skill development: Sankofa Multicultural Leadership Retreat, Student Government Association Retreat, Greek Emerging Leaders workshop (GELE), and the Peer Mentor Diversity Training.

Status: **Complete** Incomplete On-going

Assessment results found in the Summary of OMA Program Assessments Document

<p>Discuss in detail the barriers (if any) to completing the above goal and describe actions taken to overcome these challenges. Outline a plan to attain success if goal is not complete:</p> <p>No barriers existed in the completion of this goal.</p>
<p>4.2 Goal: Cultural Competence</p>
<p>Person responsible: Director and Assistant Director</p>
<p>Activities for attainment of goal: Students will engage in a series of self-assessments to identify their biases, stereotypes, and assumptions and identify strategies to further develop their multicultural competence.</p>
<p>Relation to departmental mission statement and student learning outcome(s) addressed: Through our inclusive recruitment and brotherhood/sisterhood trainings and workshops for FSL organizations, we addressed the departmental mission statement by challenging students as they develop and also creating an engaging, diverse, and inclusive community that positively influenced student well-being, learning, development, and success. OMA Student Learning Outcome: Students will assess their own biases, stereotypes, assumptions, and level of multicultural competence.</p>
<p>Method(s) of measuring goal attainment: Post training/workshop assessment Identify Strategies to Develop Multicultural Competence</p>
<p>Assessment of goal attainment: The office held trainings for both IFC and CPC GELE sessions, and a CPC-wide inclusive recruitment training that included, use of inclusive language, intercultural engagement, and re-envisioning traditional recruitment practices. Students identified specific strategies that they could use within their organizations to enhance cultural competence.</p>
<p>Status: <input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete <input type="checkbox"/> On-going</p>
<p><i>Assessment results found in the Summary of OMA Program Assessments Document</i></p>
<p>Discuss in detail the barriers (if any) to completing the above goal and describe actions taken to overcome these challenges. Outline a plan to attain success if goal is not complete:</p> <p>No barriers existed in the completion of this goal.</p>
<p>4.3 Goal: Intercultural Communication</p>
<p>Person responsible: Director and Assistant Director</p>
<p>Activities for attainment of goal: Students will articulate an understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/ indirect and explicit/ implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences through the strategic plan.</p>
<p>Relation to departmental mission statement and student learning outcome(s) addressed:</p>

<p>Through our two-part Civil Discourse and Disobedience workshops, we addressed the departmental mission statement by challenging students as they develop.</p> <p>OMA Student Learning Outcome: Students will identify cultural communication strategies when interacting with others to negotiate cross-cultural situations or conflicts.</p>
<p>Method of measuring goal attainment: Post training/workshop assessment Creation of an action strategy plan for intercultural communication and allyship/advocacy/activism</p>
<p>Assessment of goal attainment: Our first workshop was centered on allyship, activism, and advocacy as it related to the Black Lives Matter movement and the 2020 presidential election. Our second workshop focused specifically on navigating difficult conversations, understanding self, tools for effective communication, and listening.</p>
<p>Status: <input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete <input type="checkbox"/> On-going</p>
<p><i>Assessment results found in the Summary of OMA Program Assessments Document</i></p>
<p>Discuss in detail the barriers (if any) to completing the above goal and describe actions taken to overcome these challenges. Outline a plan to attain success if goal is not complete.</p> <p>Ideally, these workshops would have involved small group reflection, role-play scenarios, and case study observations, however, COVID-19 guidelines prevented that from happening. As a result, these workshops were conducted virtually via Zoom which required program modification which limited several of the planned activities. Moving forward, the office will continue to offer hybrid and virtual programming to ensure universal design standards are met and that all that want to engage can do so fully. We will also plan to expand the series by addressing more contemporary issues and introducing the previously planned exercises (small group reflection, role-play scenarios, and case study observations).</p>
<p>4.4 Goal: Multicultural Skills</p>
<p>Person responsible: Director and Assistant Director</p>
<p>Activities for attainment of goal: Students will create action plans to implement various strategies to address microaggressions, privilege, implicit bias, and non-inclusive language.</p>
<p>Relation to departmental mission statement and student learning outcome(s) addressed: Through our inclusive recruitment and brotherhood/sisterhood trainings and workshops for FSL organizations, we addressed the departmental mission statement by challenging students as they develop and also creating an engaging, diverse, and inclusive community that positively influenced student well-being, learning, development, and success.</p> <p>OMA Student Learning Outcome: Students will identify strategies to increase their understanding and ability to address microaggressions, privilege, implicit bias, and non-inclusive language.</p>
<p>Method of measuring goal attainment: Post training/workshop assessment</p>

Creation of an action plans to implement strategies to address and confront microaggressions, implicit bias, and adapt non-inclusive language.

Assessment of goal attainment:

The office held trainings for Honors College Retreat DEI Training, Peer Mentor Training Diversity Workshop, Black History Month Microaggression Workshop, IFC and CPC GELE sessions, and a CPC-wide inclusive recruitment training including, inclusive language, intercultural engagement, and re-envisioning traditional recruitment practices.

Status: Complete Incomplete On-going

Assessment results found in the Summary of OMA Program Assessments Document

Discuss in detail the barriers (if any) to completing the above goal and describe actions taken to overcome these barriers. Outline a plan to attain success if goal is not complete.

Although each of these programs occurred successfully, the virtual platform did not afford us the opportunity to have each participant share an action plan with us and the larger group. Also, when the office conducts workshops of this type, we provide follow-up workshops to revisit the progress that participants have made with their action plans.

5. Recent University, Commonwealth, and/or Federal Developments: *(Describe recent University, Commonwealth, and/or Federal developments since the last program review and how they significantly impact the department's/area's ability to provide services to students.)*

Based upon the University's Equity Action Task Force recommendations, a Title VI Office was created to document, evaluate, address, and report incidents of bias, discrimination, and harassment. The Director of the Office of Multicultural Affairs was selected to fill the role of Title VI Coordinator to draft Title VI policy, establish the office, reporting procedures, and educational training and resources. The biggest impact will be with regard to providing services to students due to time constraints. Depending on the number of incidents reported, as OMA is a two-person office, considerations regarding the amount and types of programs for students will need to be evaluated so that office programming does not fall to one person to handle.

PART TWO: RESOURCES

1. Describe how the unit addresses not only underrepresented student populations but also the majority student population to support the education and development of students through its programs and services.

The state of education is ever-changing, and it continues to require the need for departments to adapt to the evolving trends in higher education. One of the ways the Office addressed this was by shifting from the organizational structure of the Office of Citizen Leadership and Social Justice Education to the Office of Multicultural

Affairs. With the changing of campus demographics to reflect the growing population of underrepresented students, the Office broadened its focus on the experiences of Black/African American, Hispanic/Latinx, Asian, Pacific Islander, Native/Indigenous, and students with two or more identities. The Office of Multicultural Affairs has been uniquely positioned to not only provide programming, outreach and support for underrepresented students and their lived experiences but also provide ongoing social justice, diversity, equity, access, and inclusion education to majority student populations both through co-curricular offerings and by offering opportunities and fulfilling requests to directly partner with majority population clubs and organizations. The Office also collaborated with academic affairs in curricular settings do design lessons to meet the needs of students. The goal of the office continues to be increasing the cultural competencies of all students in a way that promotes dialogue between individuals of diverse backgrounds and identities while also supporting the University's mission to develop Citizen Leaders.

The Office has seen a steady increase in the number of requests for workshops and trainings from majority populations on campus as well as requests to collaborate on programming. The area of greatest growth has been with the Fraternity and Sorority Life organizations and Longwood Athletics with direct support and development for the sports teams. Additionally, the Office has placed a greater emphasis on outreach and support of the underrepresented student populations through the creation of the RISE Mentor Program, the development of the Multicultural Organization Roundtable, now CHANGE, the Multicultural Student Advisory Committee, the Sankofa Leadership Retreat Workshop, and the creation of student affinity groups.

2. Describe active participation in and efforts toward flexible and alternative delivery systems (i.e., online and web-focused applications, etc.)

The COVID-19 pandemic has created an opportunity for the Office to pivot from the more traditional delivery systems of programming and focus on a combination of online training and programming through meeting platforms like Zoom as well as creating hybrid options (a combination of both in-person and online participation). This switch has allowed the office to incorporate more Universal Design aspects of programming to ensure that all participants have equal access to engage fully. It has facilitated the use of closed captioning with Zoom presentations, use of chat functions for introverted persons to be able to share thoughts and ask questions in an environment that provides a degree of anonymity. Further, the Office has begun using social media platforms to disseminate information as well as live-stream programming and events and provide opportunities to share pre-recorded material

with students. Based on feedback and on increased accessibility to programs, OMA will continue to provide more hybrid and online opportunities to participate in programming. The Office is also creating a Canvas (web-focused application) which will allow it to create content, training, and provide resources to students that they can access at their own pace and based upon their own interests.

3. Facilities: Describe the current departmental facilities and technology/equipment, including accessibility for individuals with disabilities.

NH Scott Multicultural Center—meeting space and lounge space with a television, Bluetooth speaker, and two monitors with HDMI connections for laptops for presentations— all are accessible for individuals with varying abilities.

Clark House Intercultural Center—meeting space with 4 reservable rooms (3 meeting rooms and a conference room), and a lounge area on the ground floor. The second and third floors are chapter room spaces for the campus National Pan-Hellenic Council fraternities and sororities. The ground floor and second floor spaces are accessible for individuals with varying abilities; the third floor does not have access for those with ability challenges. The space has a television in the lounge, and computer with monitor in the conference room.

OMA occupies office space on the third floor of the Upchurch University Center (Suite 309). The staff offices each have desktop computers. There is a conference room with computer and monitor, and a breakroom area with copier/scanner. OMA also has a button-making machine, paper shredder, and a laminating machine.

4. Describe significant facility changes since the last comprehensive program review and their effect on departmental operations, if applicable.

Since the last program review, the Office of Multicultural Affairs has relocated from the Lankford Student Union to the 3rd floor of the Upchurch University Center (Suite 309). The Office has also added the Clark House Intercultural Center as one of the spaces on campus that the office oversees. A funding campaign has been established to help provide financial resources and support of the Clark House Intercultural Center through the annual Love Your Longwood Day which is also supplemented from the Office of Multicultural Affairs Education and General (E & G) state account and the Diversity Foundation Account.

5. Describe the impact of the department's/area's program and service offerings.

Upon review of the assessment data for the Office of Multicultural Affairs for the period of 2018-2021, several key themes emerged: Strengths of the Office, Areas of Opportunity to Improve, Gaps (areas where the Office missed the target), Needs Moving Forward, and Successes that Need to be Enhanced.

Strengths: One of the major areas of strength of the Office is in the area of outreach and support of multicultural/underrepresented students in the area of advising, mentoring, and counseling. The Office directly advises or provides support to 18 student multicultural clubs and organizations. The Office has seen an increase in the number of hours spent working with individual students and small groups. The average time spent per week by professional staff with students has increased approximately 30% (15 hours per week to 20 hours per week). With regard to attendance, Office programs and events mirror the demographic percentages of Longwood. Another area is with diversity and education trainings and workshops. The Office has seen a steady year-by-year increase in the requests for workshops and trainings across campus (students/clubs and organizations, academic depts., staff offices/depts., athletics) over this time period, and a 45% increase for the 2020-2021 academic year. With regard to programmatic learning outcomes:

- 17% increase in knowledge and understanding of DEI topics
- 3% increase in changed or expanded attitudes or perspectives regarding DEI topics
- 13% increase in development of cultural competency (knowledge and awareness)
- 20 increase in understanding of others and developing empathy
- 14% increase in skill development as a citizen leader

Additionally, the Office has seen an increase in the number of campus partner collaborations on campus by approximately 20%.

Areas of Opportunity: There are a number of areas identified as areas of opportunity for improvement based upon assessment data. The Office does a good job of connecting with 3rd and 4th year students with cultural events and programming, but only reach approximately 43% of 1st and 2nd year students. Other opportunities exist to improve connection with 1st generation students (29%), commuter students (24%), and transfer students (8%). Another area of improvement is in the response rate of assessments. Attendance at events has been consistently strong, but the number of students who respond to post-program survey/evaluation is low. Additionally, the Office needs to identify and engage with more ways to market and advertise programming and events. With regard to programmatic learning outcomes, the standard target measure for DEI programs is 75%. Based upon that standard, these are particular areas that the Office needs to place additional focus :

- Development of DEI related skills

- Personal growth in understanding self/self-identity
- Cultural competency—skill development

Plans for addressing the areas of opportunity will be addressed in Part V: Follow Up Plan.

Gaps: Gaps are areas where the Office missed opportunities to make an impact or did not take full advantage of existing opportunities. There are two gaps that have been identified through this review. The first, and most significant, is engagement with assessment. As indicated previously, assessment responses have been low, but the office did not explore other strategies to increase response or identify alternative methods of assessment. The second is expanding the marketing and use of the NH Scott Multicultural Center. Located on the 3rd floor of the Upchurch University Center, the Multicultural Center is an ideal spot for students to meet, lounge, and program. The space has been utilized predominately by upperclassmen and a few clubs. Plans for addressing the areas of opportunity will be addressed in Part V: Follow Up Plan.

Needs: Needs have been identified as those areas where increased time and resources are required to make stronger in-roads and greater impacts with student development in support of the Office's mission. There are four needs that the program review has identified. The first is the need to create more opportunities for students to engage in self-reflection to increase their self-awareness of identity. Current programs have established a strong foundation in understanding others, but more time must be invested in personal exploration to better understand their own perspectives, values, beliefs, and where they come from. Understanding self is the essential first step in developing cultural competence. The second is to develop a stronger commitment with the trainings and workshops that the Office presents. While the number of trainings and workshops continues to increase, the consistency with the follow up is absent. The presentations are one-offs. Few organizations follow up, as is necessary, with additional trainings to further develop understanding and skills. The third is to increase the number of collaborations with both multicultural and majority clubs and organizations. With an office of two professional staff, it is often difficult to provide the amount of cultural events and programming needed to raise awareness and understanding (e.g., heritage months). The fourth need is the development of both the RISE peer mentor program to assist first-year students in their transition to college and the CHANGE Multicultural Leadership Council (an organization of the executives of the multicultural clubs and organizations).

PART THREE: COMMUNICATION

- 1. Assess the effectiveness of communication and identify the strengths and areas of opportunity of the current communication flow, both internally (i.e., Student Engagement Unit, Student Affairs, and the University at large) and externally (i.e., community partners).**

Effective communication is a major area of opportunity for OMA to focus on. Much of the work and information surrounding that work is often siloed and not broadly known or understood around campus. The office routinely shares updates and information with the Student Engagement Unit during bi-weekly meetings, and with Student Affairs leadership through the Student Affairs Directors' meetings and the monthly All Student Affairs Staff meetings. The office has made efforts to expand its social media presence as a way of better communicating the programs, activities, and initiatives. The office has worked with student interns with knowledge and experience in communications and digital media to help create a marketing and communication strategic plan. Further, the office takes advantage of Lancer Link, Weekly Email, the Solomon internal website platform, and the university calendar to communicate the activities and opportunities of the office. This will continue to be an area of focus going forward and there is a goal to work with the University Marketing and Communications department on identifying ways to improve communication across campus, especially with the area of Academic Affairs. Currently, there is little communication with external community partners aside from the annual Community Partners Meeting held at the beginning of each academic year in August to identify opportunities for local agencies to collaborate and identify ways to involve and engage students with and help them learn and understand more about the local community.

- 2. Describe the department's/area's communication and collaboration with other departments.**

A strength for the Office of Multicultural Affairs is in the area of collaboration. The office actively seeks opportunities to share resources and expertise to develop programs, activities, and trainings for students, faculty, staff, and community members. During the end of the spring semester and summer, the office begins planning for the next year's programs, and at that time, the office communicates with other areas to identify some of their needs and interests which helps determine the types of programs to be presented and how the areas can work together to produce them. Some of the key collaborations over the past three years have been: Athletes and Activism and the Black Ribbon Campaign (Athletics); I'm Not a Racist Am I (Social Work); The Orange Jumpsuit Project (Sociology and Criminal Justice); #IASK Consent Rally (Title IX); The Human Library and Heritage Month programs (Greenwood Library); V.L. Cox Gallery Talk (LCVA); College Behind Bars and Ely to Griffin: The Forgotten History of Black Farmville (Moton Museum). Many of the office collaborations have been in the creation of workshops and trainings for specific exploration of DEI topics as well as presentations with faculty in academic affairs.

Campus Collaborative Partners:

Academic Affairs	Social Work
Administration and Finance	Sociology and Criminal Justice
Admissions	Student Affairs
Athletics	Student Conduct and Integrity
CAFÉ	Student Success
Call Me Mister	Title IX
Campus Recreation	University Ctr. and Student Activities
Communication Studies	Women, Gender, and Sexuality Studies
Cormier Honors College	
Disability Resources	
English and Modern Languages	
Fraternity and Sorority Life	
Greenwood Library	
Human Resources	
Longwood Center for the Visual Arts	
Moton Museum	
Nursing	
Police and Public Safety	
Residential and Commuter Life	

3. Describe the department's efforts to increase communication and collaboration within Student Affairs and more broadly across campus.

Currently, OMA is planning to reach out to Student Affairs offices and departments during the summer to learn what program and project ideas they have the next year and identify opportunities to collaborate and develop programming. It is also the intent of the Office to create a monthly planning calendar to be shared with Student Affairs and across campus broadly to keep people informed of what the Office is doing.

4. Community Engagement: (List and describe any current or proposed community outreach programs.)

One proposed community outreach program that the Office is working to establish in the near future is a partnership with the local public schools and other local agencies to support mentoring opportunities and college prep support.

5. List and describe any current or proposed external partnerships.

The Office of Multicultural Affairs currently has one external partnership with Partnership for the Future in Richmond, VA, a non-profit organization that works with a network of local high schools, colleges, and businesses to provide crucial resources for promising underrepresented students with limited means who have their sights set on a college education. The Office provides outreach, mentoring, and

programming to aid in their transition from high school to college. Additionally, the Office uses this opportunity to aid in University recruitment efforts of diverse students.

PART FOUR: BUDGET AND FINANCIAL RESOURCES

1. Internal Funding Sources:

State Education and General (E & G) Account allocated annually

2. External Funding Sources: List and describe any foundation account and state/federal grants received or utilized since the last departmental review.

Diversity Grants Foundation Account

N.H. Scott Foundation Account

Clark House Intercultural Center Foundation Account

3. List and describe any private-sector grants and donations received or utilized since the last departmental review. Provide the amount awarded and items purchased.

N/A

PART FIVE: FOLLOW UP PLAN

1. Describe how the department/area will address areas of opportunity identified in this program review.

Develop better assessment strategies and practices. The Office plans to participate in a series of webinars to learn new techniques, strategies, and assessment tools that can be implemented in the upcoming year. Further, the Office will re-evaluate the goals and objectives and develop an instrument that better reflects the learning outcomes. One idea is to begin employing pre and post formative assessments in lieu of just relying on the summative assessment at the end of events.

Increase connections with 1st-year students, 1st generation students, transfer, and commuter students. The Office plans to work more closely with campus partners and offices (e.g., Student Success/First-Year Experience, 1st gen working group, and RCL) to create programming for and make contact with these groups of students to make them aware of the programs, services, and resources that we provide and introduce them to ways they can get engaged and involved on campus.

Increase cultural competency related to multicultural skill development and increase consistency and follow up with diversity education. Skill development requires time and repeated practice to gain understanding, mastery, and ability to apply to one's own life. To increase multicultural skill development, the Office will require commitment from organizations that request workshops and trainings to participate in the complete series of events and engage in follow up. Larger programs and events will focus on more isolated skills and provide time for participants to explore subjects more deeply and allow for greater process, reflection, and discussion.

Self-identity and reflection. In order to gain a better understanding of self, it is important to have multiple opportunities to examine one's own lived experience and reflect upon their diverse identities to understand the values and beliefs associated with each (e.g., intersectionality). The Office will develop more programs and workshops that focus on identity exploration and provide opportunities for processing, reflection, and sharing.

Increase usage of Clark House Intercultural Center and NH Scott Multicultural Center.

The Office plans to increase the marketing of both NH Scott Multicultural Center and the Clark House Intercultural Center and encourage use of the space for club and organization meetings, event programming, meeting to lounge, and studying. We will present some Office programs, workshops, and trainings in the space to model and encourage usage. Further, the Office staff will spend time there regularly for impromptu "office hours." The spaces will appear prominently on OMA websites and information on reserving the spaces will be shared widely. Technology resources have been purchased this year for both spaces which should further encourage and entice students to use the space.

Develop the RISE and CHANGE programs. Two key signature programs are the RISE Peer Mentor program to assist in the transition of first-year students to Longwood. This year, 2020-2021, was the pilot of the program. Due to COVID-19 restrictions and challenges with the selection of the initial mentees, the program did not operate as intended. This year, with in-person opportunities, the program will continue. Mentors have been selected and will be trained, and this year's mentees will be recruited through Orientation and opening activities of the semester. CHANGE, the multicultural leadership council, will be re-structured to include more leadership development components and assist the multicultural organizations with planning, programming, and support.

Enhance collaborations with multicultural and majority clubs and organizations. Due to the Office only having two professional staff, it is challenging to present the scope and breadth of programming for students, especially with regard to the Heritage Month Celebrations and Commemorations. The Office plans to work the multicultural organizations through CHANGE to collaborate and plan cultural events and with majority groups to collaborate on broader social justice programming.

Improve planning. An area of focus in the coming year will be to work on planning and organization. The Office engages in a large number of programs monthly, but many do not get planned with enough advanced notice to be able to effectively market them to the campus/community. Planning timelines will be established, the student interns will

be utilized more effectively to organize events, and planning calendars will be developed and event calendars shared monthly across campus.

2. Discuss how the department/area will build on existing strengths.

The Office plans to build on existing strengths by expanding outreach and support to students and further develop relationships across campus and be a greater physical presence with multicultural clubs and organizations, especially with their meetings and programs; enhance interpersonal dialogues amongst students, further develop both affinity groups, and begin to facilitate intergroup dialogue sessions. Additionally, the Office will expand its diversity and inclusion education initiatives to include developing beginner, intermediate, and advanced level designations for trainings and workshops to continue to increase cultural competency. Lastly, the Office will establish more virtual/hybrid programming in order to expand accessibility and incorporate more Universal Design.

3. List measurable departmental goals for the next 4 years (based on the department's Strategic Goals and Student Learning Outcomes).

Develop a strategic plan. As the demographics and campus climate are changing, the Office will develop a three to five year plan to address these changes. A SOAR analysis can be conducted to determine the strengths, opportunities, aspirations, and results the Office wants to capitalize upon. An examination of assessment data and student satisfaction data will also provide good indicators in determining current and future directions. One area for expansion is services related to multicultural programming and diversity education on campus coupled with greater collaborations.

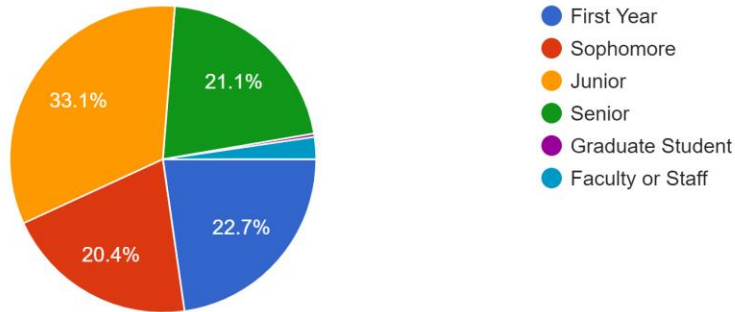
Enhance marketing efforts to new students and the campus community. The need for greater marketing to students and campus constituents is important to enhance. Multiple attempts to get students connected to the department have been moderately successful. The campus community is often unaware of the resources in Multicultural Affairs. Emphasis will be placed on increasing majority student participation in multicultural programming on campus. It is evident that the programs and services are value added and are making a difference to the targeted population, but the campus community is often unaware of the office's efforts and accomplishments. The Office will market the availability of resources in OMA to faculty, staff, students, and the surrounding community. Additionally, the Office will conduct a needs assessment or focus groups to help determine the best way to market services to the campus community.

Work collaboratively with Admissions to increase diversity enrollment. Anecdotal evidence from first and second year students indicated that they were unaware of many of the services, resources, and programs in Multicultural Affairs prior to their arrival on campus, which made it difficult for the office to get students connected in those first few weeks of classes. Working more directly with Admissions will not only assist with recruiting but also help students transition from the recruitment phase to their actual matriculation to campus and present opportunities to become involved with programs like RISE and CHANGE. There has been much involvement of Multicultural Affairs staff during campus visits of prospective students. It is critical to the success and retention of students for them to be connected with support services within their first few weeks on campus. Information about the department should be shared during recruitment visits and Multicultural Affairs staff should be invited to participate in campus based recruitment activities.

Appendix A--Aggregated Graphics and Data for All 2018-2020 Programming

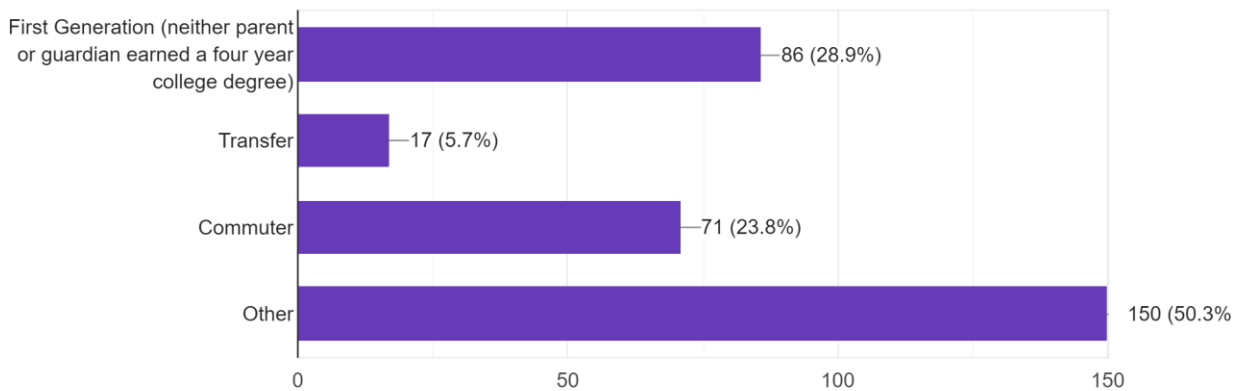
Percentage of all program attendees based on classification

Classification:
299 responses



Percentage of all program attendees based First Generation, Transfer, and Commuter Student status

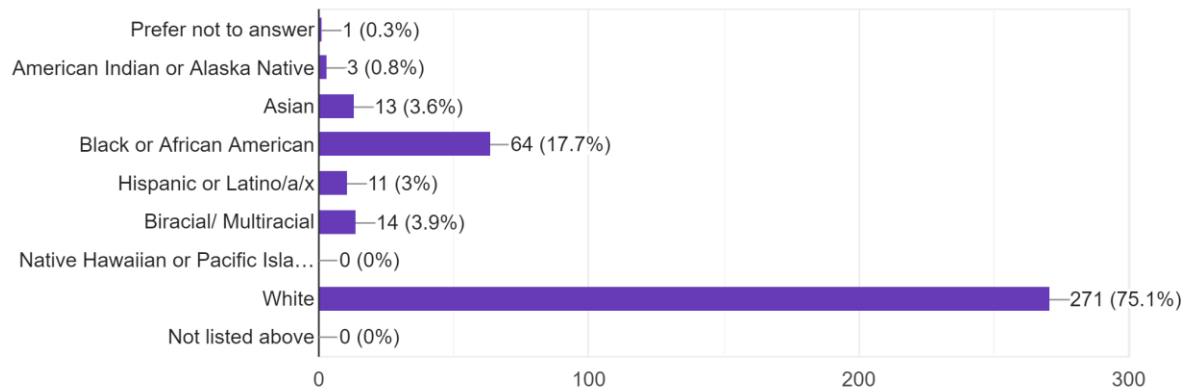
Please select any of the following with which you identify:
298 responses



Percentage of all program attendees based on racial and ethnic identity

With which race/ethnicity do you identify? (Select all that apply)

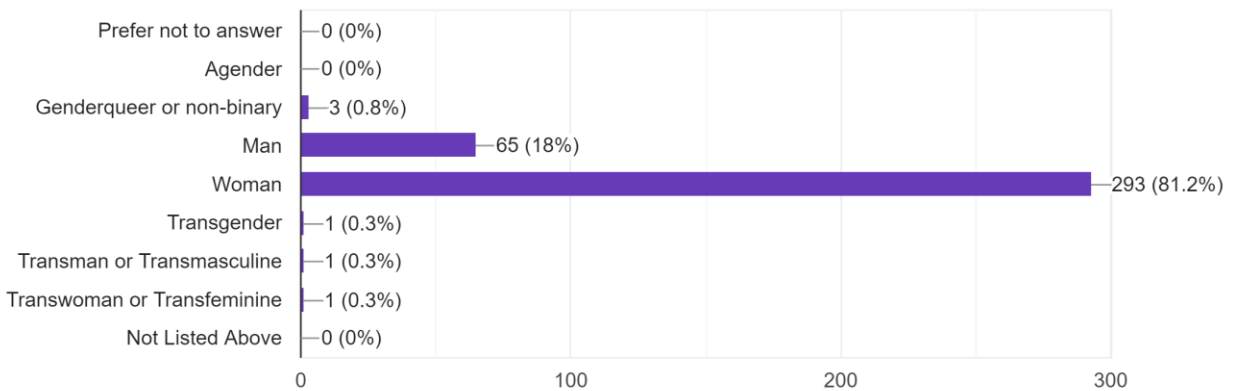
361 responses



Percentage of attendees based on gender identity

With which gender(s) do you identify? (Select all that apply)

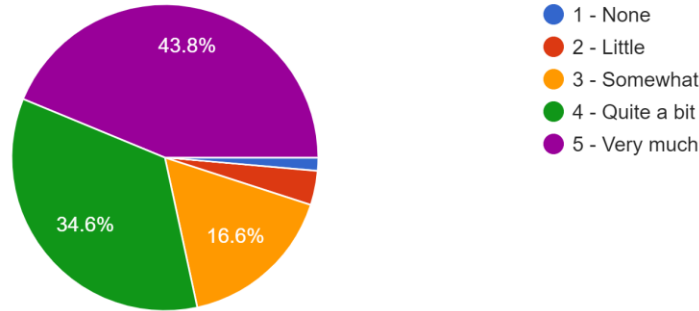
361 responses



Programmatic Learning Outcomes

To what extent do you feel that your participation in this program: Changed or expanded your perspective regarding the topic

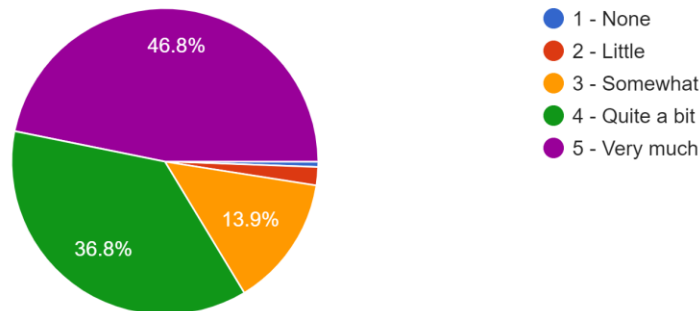
361 responses



78.4% of Participants Responded with a 4 or 5 for broadening perspectives regarding DEI topics.

To what extent do you feel that your participation in this program: Improved some knowledge, skills, or attitudes that you can use at Longwood and in life after Longwood

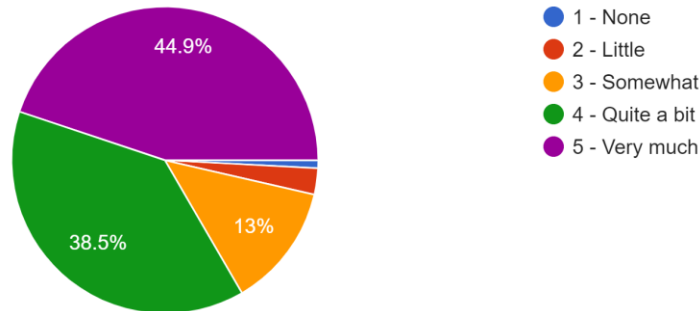
361 responses



83.6% of Participants Responded with a 4 or 5 for improving cultural competency knowledge, skills, and attitudes that can be applied at Longwood and their lives more broadly.

To what extent do you feel that your participation in this program: Contributed to your intellectual growth (acquiring new knowledge, skills, or perspectives)

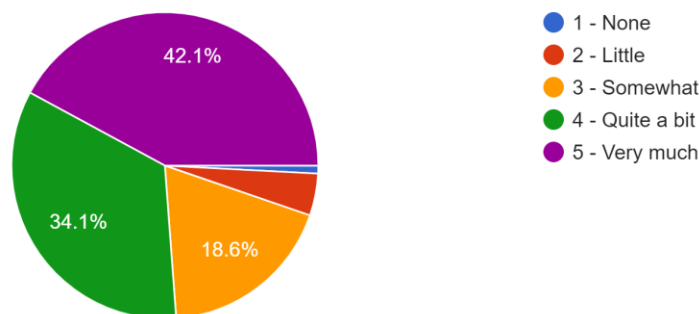
361 responses



83.4% of Participants Responded with a 4 or 5 for increasing their new knowledge, skills, or perspectives regarding DEI topics.

To what extent do you feel that your participation in this program: Contributed to your personal growth (understanding yourself)

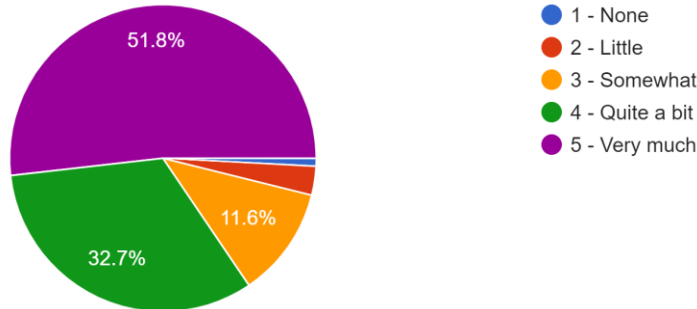
361 responses



76.2% of Participants Responded with a 4 or 5 for increasing their understanding of self.

To what extent do you feel that your participation in this program: Contributed to your growth and empathy (understanding others)

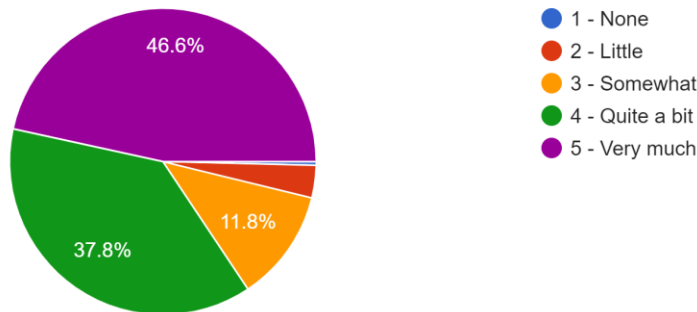
361 responses



89% of Participants Responded with a 4 or 5 for increasing their understanding of others and the development of empathy.

To what extent do you feel that your participation in this program: Contributed to your understanding and growth as a Citizen Leader

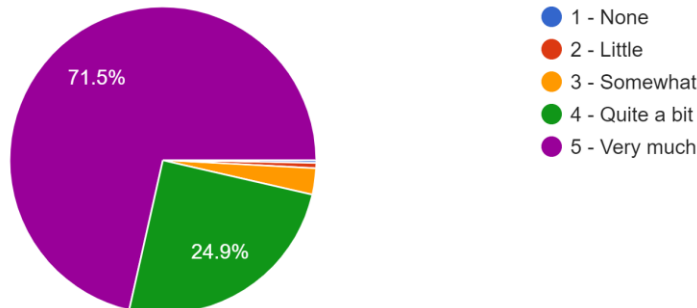
262 responses



84.4% of Participants Responded with a 4 or 5 for contributing to growth as a citizen leader.

Please rate your experience with the following: The effectiveness of their presenter(s)/ facilitators(s)

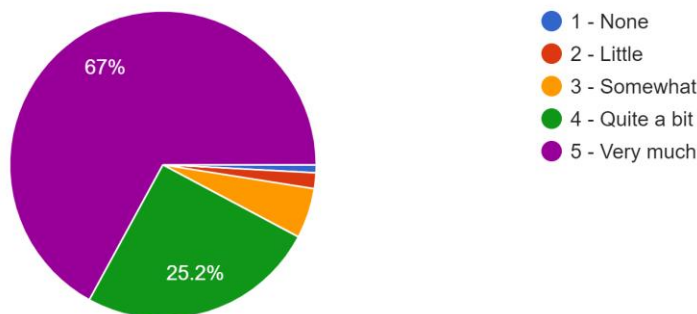
361 responses



96.4% of Participants Responded with a 4 or 5 regarding the effectiveness of the presenters/facilitators of the workshops/trainings/programs.

Please rate your experience with the following: The organization and use of time

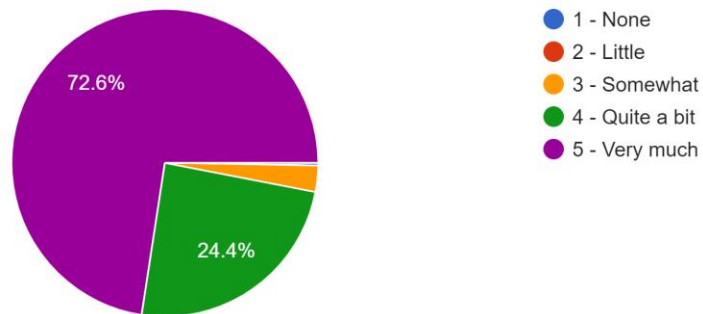
361 responses



92.2% of Participants Responded with a 4 or 5 regarding organization and use of time by presenters/facilitators.

Please rate your experience with the following: The overall quality

361 responses

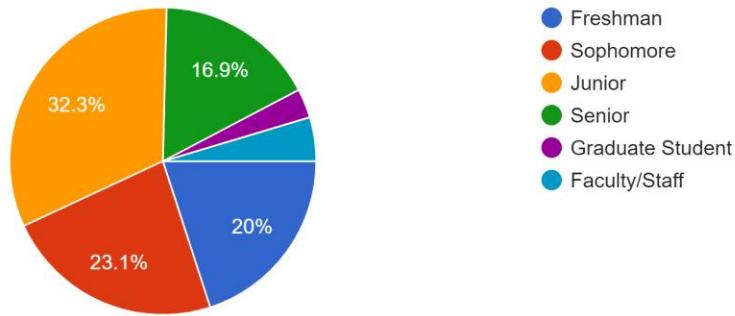


97% of Participants Responded with a 4 or 5 about the overall quality of the presentation/program.

Aggregated Graphics and Data for 2020-2021 Programming

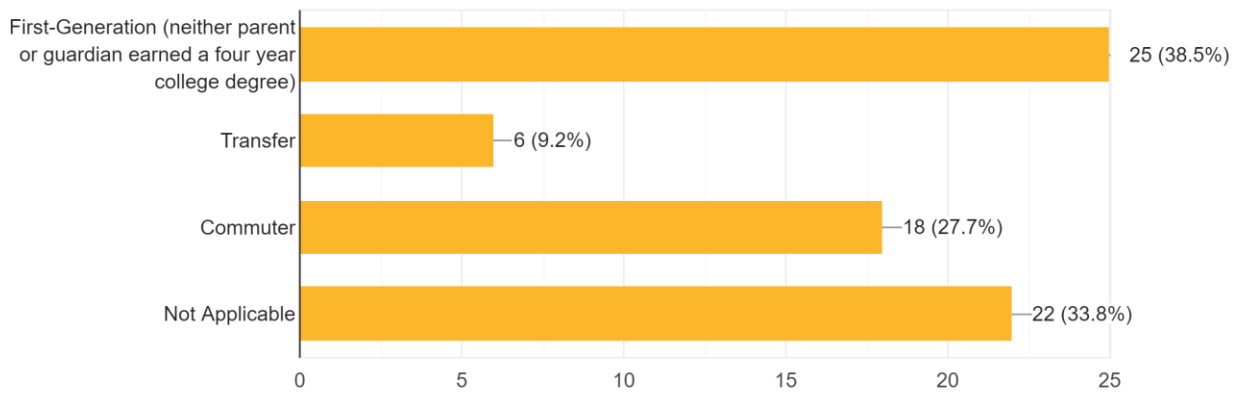
Percentage of all program attendees based on classification.

Classification
65 responses



Percentage of all program attendees based First Generation, Transfer, and Commuter Student status.

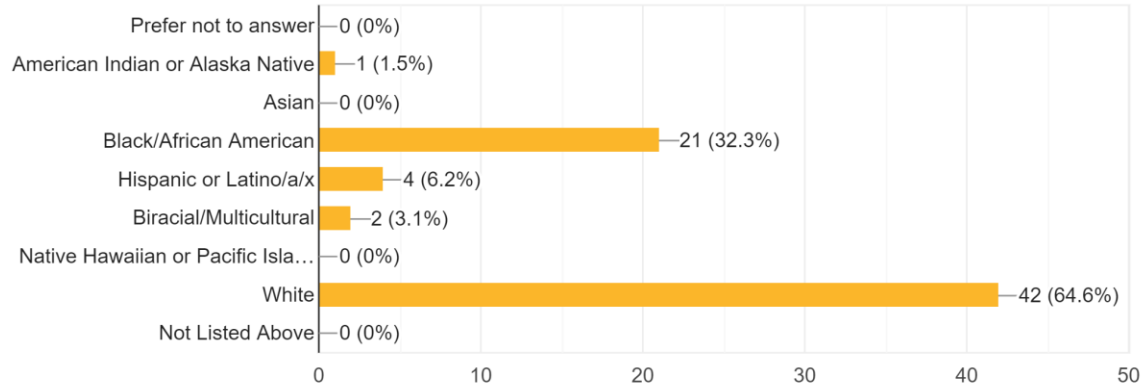
Please select any of the following with which you identify
65 responses



Percentage of all program attendees based on racial and ethnic identity

With which race/ethnicity do you identify (select all that apply)

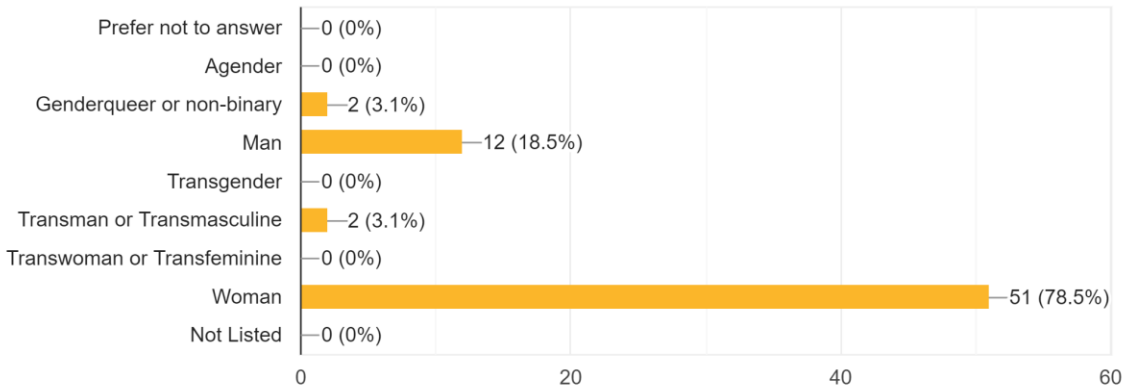
65 responses



Percentage of attendees based on gender identity

With which gender(s) do you identify? (Select all that apply)

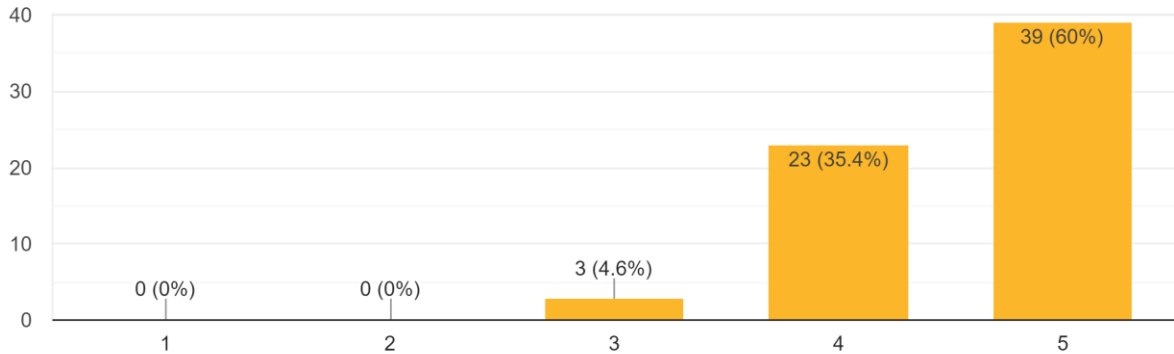
65 responses



Programmatic Learning Outcomes

Increase your knowledge and understanding about the topic

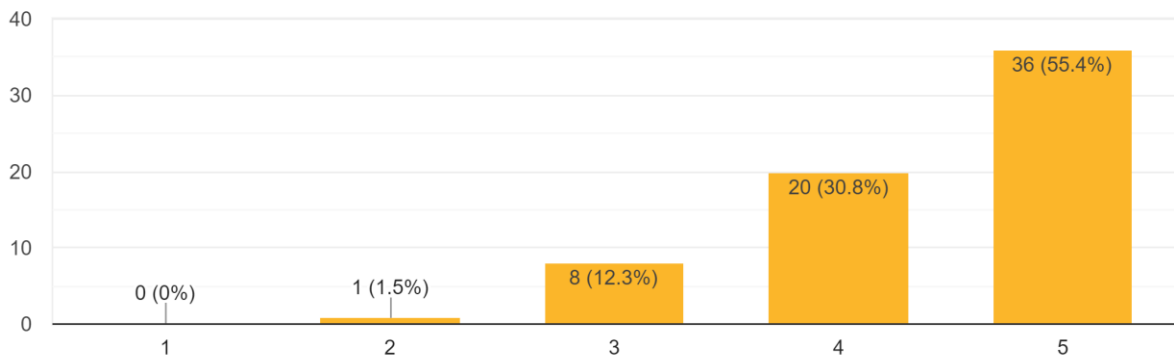
65 responses



95.4% of Participants Responded with a 4 or 5 about increasing knowledge and understanding of DEI topics.

Changed or expanded your attitude regarding the topic

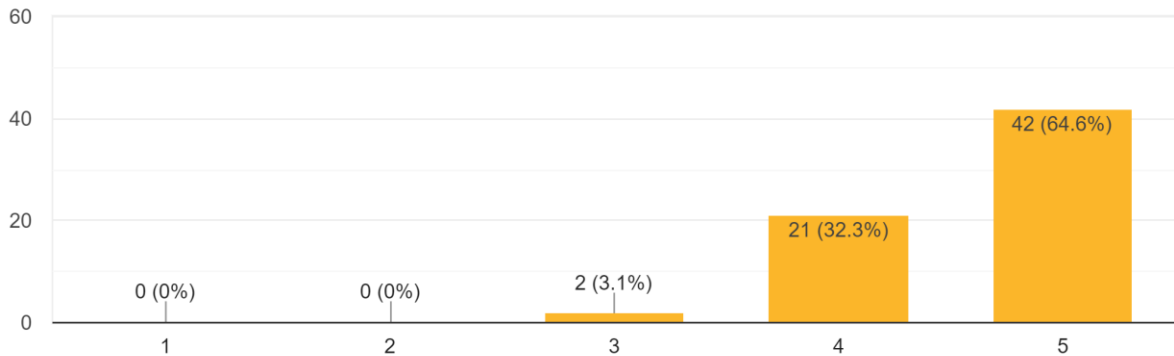
65 responses



86.2% of Participants Responded with a 4 or 5 about changed or expanded attitude or perspective regarding DEI topics.

Improved some knowledge, skills or attitudes that you can use at Longwood and in life after Longwood

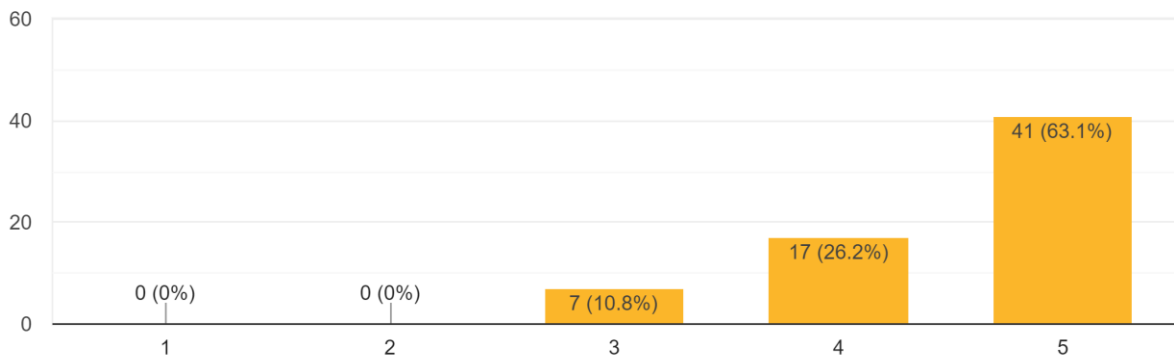
65 responses



96.9% of Participants Responded with a 4 or 5 about improving cultural competency knowledge, skills, and attitudes that can be applied to Longwood and their personal lives.

Contributed to your intellectual growth (acquiring new knowledge, skills or perspectives)

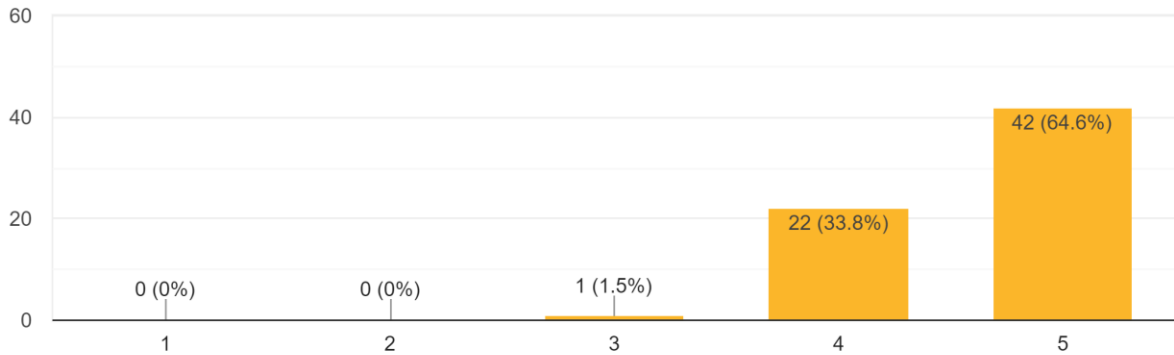
65 responses



89.3% of Participants Responded with a 4 or 5 regarding increased knowledge, skill, or perspectives regarding DEI topics.

Contributed to your development as a Citizen Leader

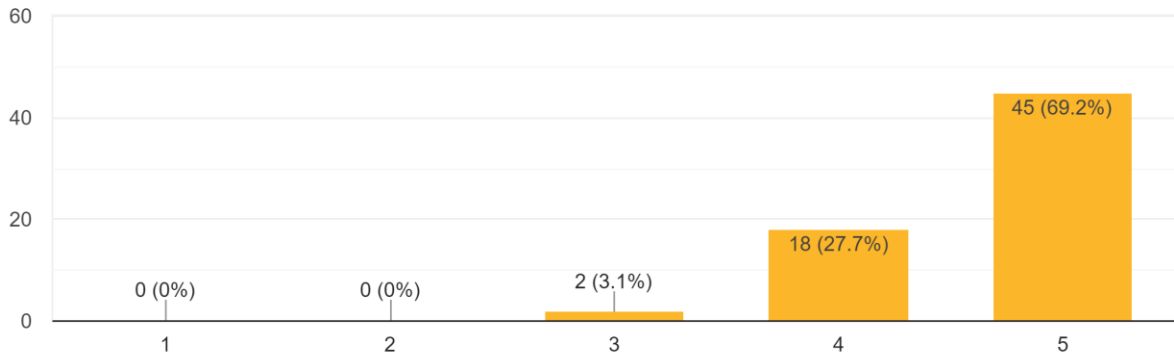
65 responses



98.4% of Participants Responded with a 4 or 5 regarding increasing development as a citizen leader.

Contributed to your personal growth (understanding yourself)

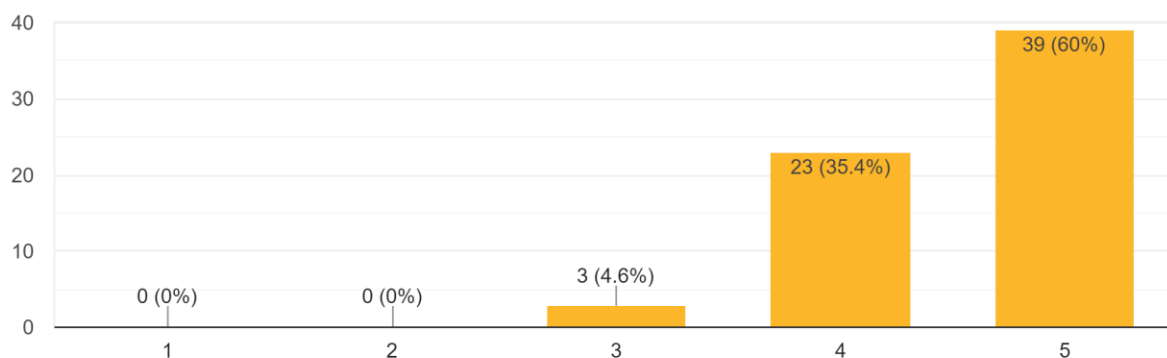
65 responses



96.9% of Participants Responded with a 4 or 5 about increasing their understanding of self.

Contributed to your growth and empathy (understanding others)

65 responses



95.4% of Participants Responded with a 4 or 5 about increasing their understanding of others and developing empathy.

Appendix B—Narrative Responses to Program Assessments

2018-2019 Programs

Program Name: Poverty & Hunger Awareness Week

Question: How will you apply what you've learned from this experience?

Responses:

I will be more aware of the people who surround me and try to find ways to help.
To be able to advocate for hunger on campus
Donate and volunteer in more programs.
Creating/holding donation events that can positively impact food insecurities
I will apply it to my classes.
I am going to be more vigilant about trying to look out for my fellow students.
Refer those in need to resources.
Going out and creating a change.
Continue to refer to others.
Spread the word.
The application of the food pantry.
How to help other students.
Address the reality of the issue.
Help SGA with food pantry "Elwood's Cabinet".
Educate others through statistics, what they can do, and having conversations.
Knowing what resources are offered.
Utilize how a poor person's life works.
Everyone faces struggles, more that I think about everyday, and I would try to remember in my practice. I would want to keep in mind the despirations the clients have.
I somewhat live with similar budget issues.
Be thankful of what I do have and that others have it completely worse.
I would definitely try and be more understanding of people and their situation.

I myself am homeless, but this really put into perspective the resources available. It will help me to explain to others how they could be affected.
Join some organizations to help with this.
1) That the caretaker can get stressed doing all the work and important to complement the little things to build confidence. 2) People need accessible opportunities in order to get the chance to get out of poverty.
When communicating with others, I need to be aware of how they feel and what they comprehend.
Understand poverty more.
Being more aware and educated.
Understand others.
I will know as a social worker what my clients are going through.
How to communicate effectively as a team.
In the field, better targeting these communities/advocating.
Be a little more understanding of those less fortunate.
Being more aware of poverty and looking for those around me that are living in poverty and how I can help them. - Try to help others with this experience. - Let others know how important helping people in need and providing awareness.
To be more aware to help people who need it and be more mindful of how others may be living.
Classroom experience.
Deeper insight and understanding.
Have more empathy for people -- you never know their situation.
More empathy for those in poverty/knowledge of what they go through.
Engage in education and empathy wherever I can.
I can be more understanding towards other people.
Be more understanding about different situations.
By getting involved in my community to help prevent these things from happening to families.
As a future teacher, I understand possible situations.
Helping the homeless ones around and not taking what you have for granted.
Don't take life for granted.
Help people out at food banks and donate.
How difficult it may be for family to access necessary services and resources
To understand people in poverty more.

Educate others as well.
I will think before I judge what others are doing for money.
Working with families that are impoverished as a social worker.
When I think about how to budget my money and make sure I pay for everything.
When I think about how to budget my money and make sure I pay for everything.
I will be more compassionate.
Being more empathetic of those in need.
I will try to use the knowledge I gained to be more compassionate and help people better. I will also be sure not to discount faith-based organizations.
Volunteer at more shelters and be more sensitive.
Being generous to others and giving more than I take.
As a teacher, be responsive and help children by buying extra snacks/food and or clothes. Be understanding and patient.

2019-2020 Programs

Program Name: MLK Week 2020

Question: How will you apply what you've learned from this experience?

Responses:

Just a reminder to be kind to one another including the animals.
Continue to add service into my life.
By letting others know.
Using community resources.
To always increase a student's level of knowledge
- I would love to volunteer more with Moton - I participate as a staffer in more programs
Making a conscious decision to be kind as often as possible.
Educate others.
Being able to work with many people in many ways, especially in a more chaotic environment (books)
I can apply this in everyday interactions with others (especially older people).

If I ever need to do a project as this for another community.
I need to recycle!
I'll do my best to help out in my community whenever I can.
In my future career as a teacher.
In my everyday values.
Generally be nice to people and help those in need.
Set building and interpersonal connections.
Continue serving in my community, get more service hours
My roommates (being understanding)
- Patience - Good explanation skills
To participate in more activities around Farmville.
Using the knowledge gained from these conversations.
May go out of my way to help others.
1. Being more open and aware of other's lives. 2. Showing compassion more often because you never know what people are going through.
- Encourage others to volunteer - Return again to the SPCA
Good way to learn how to be patient and follow directions. Following the game plan gets work done in an efficient manner.
Picking up trash in other places around me.
Moving forward I will be more mindful of the community around me and how I interact in it.
Do more service.
Doing little things such as picking up trash can go a long way.
Continue to be active in the community even if it is just small actions.
I am personally coming back with my other organizations.
Help with service!
1. Do not judge people 2. Learn and understand everyone is different
Tell others about what I learned today.
Try to come to the nursing homes more.
That service is helpful to everyone in different ways;
To encourage the use of recyclables.

Talk to friends about today.
Always look to serve in small or big ways.
Volunteer more and have more compassion and do my best to help strays.
I will treat others kindly around school because we all go through rough times.
Through everyday interaction
Reaching out to people I wouldn't normally think to.
I will always do my best to be understanding of others and know everyone has something they may be dealing with. I will try to brighten others' days.
Doing more community service in the future.
Come up with interesting and engaging ways that allow people to think and learn critically.
If I see trash around, pick it up.
Teamwork
In my community, I pick up trash wherever I see it.
Encourage others to do the same as we did today, but also be more consistent with my help.
Bring overall awareness to the house/topic. Start donation drives. I will not forget about this in the future.
I will incorporate MLK day in my future.
When doing service projects identifying the need.
hard work and teamwork
Do small acts for people. It might change their life.
When dealing with others and those who need help.
Be more patient with others and be more understanding with their situations.
Do more community service in the future.
Help others more and always be kind.
Make this a tradition for our family.
Become more involved in my community.
Sharing with others my experience.
By not littering and encouraging others not to do so.
1. Not littering. 2. Spreading knowledge of littering.
Teams
Do more acts of service, small AND big

I will apply for more events in the future! It was a great day.
Use these same service skills to help other people or places in need of service.
Reaching out and getting others involved/inspired to give back.
I plan to come back and provide extra services.
I would love to continue to contribute to society by giving back and helping those in need.
I will share my service with where I am most passionate (working with kids) and I will volunteer more often.
Giving people the same kindness I give dogs.
I need to volunteer more of my free time because it is appreciated.
Just to continue to express myself and have energy.
I will look at Farmville in a better light from where they come from.
Just always caring about everyone!
I will try to be more humble and giving.
In the future I can take what I learned and talk to and help elderly people in the future.
- communication on needs - competence of populations
Taking the opportunity back to LU to do it again with others.
I can apply being patient and being able to communicate effectively in all aspects of my life.
By helping others that are struggling with communication skills.

2020-2021 Programs

Program Name: Peer Mentor Diversity Training

Question #1: How will you apply what you've learned from this experience?

Responses:

I will use what I learned on my students
I will be able to understand and listen better.
Will use in my peer mentor group
Including all my peer mentors intentionally
Work on making my circle and orgs more inclusive.
Looking out for ways to include all my mentees

In my organization and job, I can work on being a better active ally and listener and be more welcoming to students of all backgrounds.

As a peer mentor, I have a better idea of how to best/most effectively be an inclusive leader. I'm also Sigma's Kappa D&I chair and I found this presentation to be very useful, and gave me some more resources for my role.

To improve my PM group.

I will try to reach all my mentees

I will do what I can to promote an open environment.

I will be more effective as a peer mentor and I can be more inclusive.

I will use the 6 C's to help include freshmen.

I will apply it on campus

Use it with my group.

Listening empathetically

Question #2: Please provide examples of ways you have learned and grown as a result of this program: Leadership and Social Responsibility

Responses:

Learning how to talk and know the social cues of society

Being a better ally.

Commitment to my group

Being actively inclusive in all situations.

How to step up and make a difference

As a leader we should set an example for how to act and be inclusive

I have a better understanding of what it means to be an effective and inclusive leader.

How to lead my group.

I can be a better leader

I learned it is my responsibility to make sure everyone feels included.

I've learned how to effectively be an inclusive leader.

With being a peer mentor it is my responsibility to speak up and make sure all are being involved and belong to the group.

I'll make sure to create a safe and inclusive space for my mentees.

Being the first one to enforce this

Question #3: Please provide examples of ways you have learned and grown as a result of this program: Professional and Life Skills Development

Knowing how to talk and know the social cues of society

Being there for people and being empathetic.

Understanding being flexible in certain situations.

How to avoid being bias

I have learned some strategies I can implement to create a more inclusive community within my coaching group and other organizations.

Learned how to listen to others.

I am able to recognize needs

I learned how to work with others who are different from me.

It made me more aware of just how diverse everyone is and how to make a meaningful effort to truly include everyone.

It helped me know how to include those who might not be welcomed by others.

I could utilize my communication skills to be inclusive to people on my team or a professional job.

Using this in the community not just on campus

Question #4: Please provide examples of ways you have learned and grown as a result of this program: Intercultural Understanding (Competency)

Wanted to be included in society

Being more understanding of others and their differences.

How to include everyone in different ways

I learned definitions that are useful (inclusion/inclusive leadership).
Everybody needs to share their story.
Better know how to be inclusive
I learned that I need to help promote a culture of understanding and cooperation as a peer mentor.
It's important to purposefully educate yourself as much as you can and make an effort to make sure everyone is heard.
I learned how to be an inclusive leader by the key characteristics and how to put them in action.
Using tips to help others to feel they belong, not just fitting in.

Program Name: Honors College Freshman Retreat: DEI Session
Question #1: How will you apply what you’ve learned from this experience?

Responses:

I will implement all the information laid out above.
I will consider how diverse someone's history is before making assumptions or forming opinions.
I will make an effort to diversify the people I know, as well as utilize my resources to discover my own identity.
I guess I will try to understand people more and really look at things from others.
I'll apply what I learn throughout college to make more friends.
Try not to judge people based on what they look like.
I will be more aware of other people.
Further recognizing the need for accommodation from and for others.
I need to be more outspoken about my differences.
Consider others background/experience
I will be better at seeing a lack of diversity and equity in situations I am put in
Understand how I can change my circumstances to make my environment more diverse.
Be more open minded about the people around me in college.
Making sure everyone is equal

I will recognize others for them and love them for it.
I will view the world around me in a different light
Be more inclusive and aware of other's perspectives
I will be more aware of my social and personal identities, as well as others identities, so we can connect as human beings.
Try to make friends with different people now that I'm not in a minimal diversity area.
I'm going to try and understand my identity more
Meet others less like my normal circle
In my everyday life
Being more considerate and aware of others
As a leader I will use this to understand how others act, react, and feel about different things to better accomplish the mission.
Awareness.
Be conscious of myself vs. my social identities and don't fall into negative stereotypes
Not judge others by their appearance or background
Be open to people and inclusive of all
I will try to implement it into my daily life and stay conscious of it.
Keep in mind what others experience/are going through
Be inclusive in all environments
Realize what opportunities come with my background and how I portray myself
Being kind to all, trying to never stereotype
Try to be more open-minded and listen to people better as I get to know them
To not judge backgrounds
To make sure when I am meeting someone I view them how I'd wanna be viewed.
Same answers as before really
Being more open to new people
learn to talk and interact with new cultures
I'll continue to try my best to be a fair and kind person.
I will continue to do exactly what I was doing. Seeing people as people.
I will continue to not stereotype and get to know the person before making assumptions.
Interacting with people beyond my bubble.

Be more aware of how I think about myself and others.
I will remember that we all come from different backgrounds but on top we are all humans.
Everything
Social justice
Use what I have learned about myself to better myself.
Apply it when meeting new people
Accepting all beliefs.

Question #2: Please provide examples of ways you have learned and grown as a result of this program: Leadership and Social Responsibility

Listen to understand, not to respond.
I will try to include more voices of all visible and invisible identities when making decisions.
I feel more fit to lead a diverse group of people as opposed to a group similar to me.
Be more aware of what's going on around me and in the world as for social issues.
I learned that I could handle a diverse group.
Grow and immerse yourself.
Stick up for other people who are different from me and treat them the same.
Little to none.
I'll try and seek out new experiences with other people to grow and learn more.
Diversifying experience
I will be able to work more towards inclusion and equity
Understanding to include and have people enjoy their inclusion.
Being more open and engaging with everyone no matter our differences.

Making sure everyone is on a level playing field
More including
Circles of influence
I understand that it is all of our responsibilities to understand ourselves as a way to connect and lead others.
I am responsible for trying to be inclusive of others despite our social and personal differences.
To interact with others even if they appear different
Diversify my surroundings
By using the lessons taught today we can provide a better example for other citizens.
Understanding and paying attention to personal identities
Understanding how people think and how to handle that in different situations.
Learn personal identities first.
Include those in our groups
Take the responsibility on yourself to be inclusive
I will try and remain conscious of surrounding myself with people who take me out of my comfort zone.
Surrounding myself with different types of people
Be more open minded to people
Think about how others see themselves
Learned to be as understanding of all backgrounds
I should be listening to people to learn and understand, not respond
I am not much of a leader and I don't think this helped me become a better leader

That I need to have social justice ideology

Same as first. I should meet people who will challenge me.

I know I have to be willing to listen to any opinion even if it's against mine

Being inclusive to everyone

understanding what we as honors kids need to do

Mainly being diverse and how to do it so well

It hasn't really changed

I learned to include in any situation and be considerate to people of any color, race, age, etc.

Being able to communicate why I work and how I can impact life and Longwood to be more accessible.

Knowing my own relationships and how it affects my social life.

To be a true leader, you must be accepting to all.

Watch and listen

Just talk to people

Understanding others so you can lead effectively

Responsibility to include people

Judgement based on looks is superficial.

Question #3: Please provide examples of ways you have learned and grown as a result of this program: Professional and Life Skills Development

I was able to expand on the idea of being able to find common ground and make it a dialogue as opposed to having debates. I learned that once you can establish common ground, it's easier to deal with arguments.

I learned more about how I see myself and what is important to me

I feel as though I can connect better with other students in a professional setting.

Be more aware of what's going on in the work space and everything.

The difference between debate, dialogue, and discussion will be helpful.

We need to understand and work with each other

To be accepting of others that I will have to work with and be aware of their backgrounds.

Little to none.

Helped me realize my/what all my social/ personality identity is.

Being inclusive and considerate

I can see my own shortcomings in diversity and inclusion

How my social identity will affect my development in a workplace.

More aware and understanding of diversity and inclusion and how to do better with both of those.

Learned what I am self-conscious of

Better understanding

The difference between the value of personal and social identity.

Use the skills and topics and apply them to real world situations.

I can have proper dialogue.

Learning more about myself

I understand that I could look at others with more understanding

Equity should be stressed everywhere

Working hard as a way to grow personally and not letting social identities work as obstacles in growth
Able to understand and sympathize with certain ways of thinking.
Be aware of stereotypes. Don't invite them.
Have dialogues not debates
Getting along with others despite differences
Don't judge a book by its cover
I am more aware of my personal identity.
Equality vs. Equity
Be open-minded in all settings
Learning of different aspects of others
Be inclusive in work environments
I believe this helped me with my social interaction skills
not sure
I feel I know how to better myself as a human
Don't judge someone by how they look on the outside
interacting well with others and learning about myself
I need to work on time management
It hasn't really changed
I learned that in order to understand someone, you can't judge right away and ask questions if you don't understand.
Communication between different people and the way those experiences shape them.
Understanding myself more so I know what to work on.

Allowed me to see how I'll need this in the future.
Try to stay away from categorizing before discussion.
Be willing to listen
Self-assessment to learn how to better myself
Learned how to start eliminating stereotypes
Communication and understanding backgrounds.

**Question #4 Please provide examples of ways you have learned and grown as a result of this program:
Intercultural Understanding (Competency)**

A strong sense of self is important to have because it is a lot easier to connect with others if you do.
I will look beyond visible identity when speaking to/meeting people.
I know more about connecting with everyone despite our differences.
The way we see people was engraved in us from society and the way things were brought upon.
I now see that I primarily surround myself with others who look like me.
Understanding people might not grow up around diversity
Little to none.
That to open yourself more to other cultures you have to meet people that are diverse compared to you.
Not judging on face value/ not making assumptions
I can see how I can adjust my personal life to be more diverse and inclusive
Appreciating differences of other people
More aware of the different cultures and ways people separate, but also more aware of how to move past those differences.
Knowing that everyone has a different life and different story and being reminded of the fact

Opened my eyes
There is significant difference between debate, dialogue, and discussion
I understand the definitions of different words and topics related to the subject.
Some people have certain universes just because of where they are. Like I can't be blamed for having friends that all look like me if most of my area looks like me.
Understanding to not judge by one's appearance
I more realize how I surround myself
Equity is much more important and inclusive than equality.
Race is just a social identity and not a personal identity
Some words we use interchangeably should not be used that way as they mean different things.
Social identities are what we most know about ourselves and others but to be more aware that that's so little.
People often look for similarities
Understanding my own circles of influence and learning that everyone or some people's might be different
Learning how un-diverse we all are in a sense
I realized I surround myself with people who look like myself for the most part.
Understanding different categories of cultures
Respect other cultures and beliefs regardless of my own.
Background of people can shape how they see themselves and interact with others
Diversity is good and what makes the world go round
Showed me new ways of interacting with people to learn about their culture
Understanding everyone's social background is different
That even though I want to connect more with people that are like me I should try to get out of that
I now know that even questions I think are basic could be intrusive.

Everyone looks different but that should not affect how they are viewed as a person
new ideas of interacting
I'll try to understand a person and who they are and then their culture
I already understood the importance of understanding intercultural society.
I have learned that backgrounds of people can really influence the way they see and react to situations.
The way different cultures affect each other and how they can interact in society. The ability to recognize people not as boxes but holistically.
Learning and seeing people for their experiences.
I now know what different words really mean and what they look like in real life.
Watch and listen to what people have to say. Understand the position then choose whether or not to accept it.
Just talk to others
Everyone has different experiences in their past
Learned how we are drawn to things we know
Don't judge someone by their looks. Get to know them deeper.

Program Name: University Center & Lancer Production Staff DEI Training

Question #1: How will you apply what you've learned from this experience?

Responses:

In our LU community
Working in Upchurch I will see many different people and cultures.
I will use the information and bring it to the organizations I am a part of. I will continue to educate myself on these topics.
I will apply what I learned from this experience by being a leader on campus and continuously educating/checking myself and peers on how to be more inclusive.
Always be aware of my actions and the things I say so I don't make others feel unwanted.
Learn to think about the university as a whole rather than the individual people.

Making sure everyone feels included while at organization meetings and in everyday life.
Learned to be more aware of my thoughts and actions and I need to do more than just having thoughts and opinions. I need to act on them.
I will use the communication skills from this in real life.
In my org
Take it to my club and orgs.
Put it towards all the organizations I'm involved in
When organizing an event, don't forget to include everyone.
I will be able to bring in this info into the clubs/classes I'm in.
In my personal life as well as professional life at upchurch.
Being more open-minded.
In the job space.
Open my eyes to othering and trying my best to stay away from that in my day to day life.
Check and make sure everyone is included. Get to know people on a 1:1 basis. Treat others with equity.
I will do everything I can to be more inclusive.
I will use what I have learned to make sure LP is inclusive and diverse.
I will apply what I learn in my community to be more inclusive.
I want to share the knowledge I learned with my D&I chair in Greek life.
I will try to ask more questions about cultures and not be afraid.

Question # 2: Please provide examples of ways you have learned and grown as a result of this program: Leadership and Social Responsibility

Knowing we all must contribute to society.
How to respectfully learn and ask questions.
Being able to have hard conversations.
Being able to sleep up and take the role of reminding everyone to be open-minded.
Pass on my knowledge to others around me.
It's everyone's responsibility to put forth change and be more inclusive.

It's important to have tough conversations with people around you regarding inclusivity.
Don't ignore others because they think differently.
As a citizen leader, it's our job to set the tone and lead to change
Learned how to act as a leader in certain circumstances.
Leaders pave the way to change
We all have a responsibility to be inclusive and it is our job to be sure to include everyone.
The answers other students gave as well as asking myself questions
Set an example of how a person should be treated.
Providing equity amongst people I am around.
Hold myself and others accountable for what they say and their action and how it can affect others.
Be inclusive. Treat others with equity.
The presentation talked about ways that are doable for me to include other students in other activities.
It is important as a leader and part of my social responsibility to be inclusive and set a good example for others.
Understanding others and respecting their culture is my responsibility as well as the community.
I learned that I have to make a conscious effort to create an inclusive and diverse community.
Take actions to be more inclusive.
Taking a stand is important because it's how change is made.
It's our responsibility that everyone is treated with equity.

Question# 3: Please provide examples of ways you have learned and grown as a result of this program: Professional and Life Skills Development

Using inclusion tactics.
How to respectfully include others.
Skills that I can take into my future classroom.
I learned that I can be inclusive as a day to day event, not just during events.

Creating comfortable spaces for everyone at not only events, but in life.

Learn how to work with others who are different than me and be okay with that.

It's important in the workplace not to not have a them vs. me mentality.

You cannot go into the real world with the biases towards people you may encounter.

Everyone has a different lifestyle and it's always good to learn.

being inclusive will allow for a better workspace by providing room for differing thoughts/opinions/values

Learned how to use my skills of communication in real life situations.

Learned how to take my knowledge and teach others about other cultures and being more inclusive.

The exercise breaking down the barriers

Don't be afraid to ask questions.

Include others and not judge based on stereotypes.

Do not engage in othering.

Helped me understand how to converse in those difficult times.

Incorporate more inclusion into organizations and programs to spread the message.

Make sure everybody is included.

In my job, I have the ability to make sure my coworkers and customers feel included.

Learned how to become more inclusive in my professional and personal life.

Making uncomfortable conversations to solve problems.

I learned how I can include and diversify my organization by breaking down barriers.

Be open to new experiences and get out of the comfort zone.

Diversity isn't enough. Inclusion is the next step.

You need to replicate dialogues to people each time you say it.

**Question #4: Please provide examples of ways you have learned and grown as a result of this program:
Intercultural Understanding (Competency)**

Empathizing and training new communication outlets/methods.

How to look at my own biases and challenge them.

Ways to include everyone and actions to take.

I learned about how universal design can play into everyday events.

Understanding the different backgrounds people come from and how it can affect them.

Change doesn't happen overnight, but it is important.

To always be aware of others' differences; make things available for everyone who wants to participate and educate oneself.

Not everyone has the same experiences as you and it's important to take that into consideration when interacting with people.

That you should always be open to other people's ideas as they may think differently than you.

Knowing how important it is to not other people

Learning to communicate with people and learning about intercultural sensitivity.

Learned communication is a large part along with being open to learning

You have to be first ready to learn and admit that you don't understand things.

Knowing what othering is

Everyone goes through something that you may not and it's important to understand that.

I learned about othering and unintentional exclusion.

A better understanding of inclusion
Learned that it takes time for changes
The importance of learning from others and staying open-minded.
Everybody is different and needs to be treated with equity.
I can share these ideas with all of the organizations that I'm in.
Learning that you need to understand yourself in order to understand others.
I learned to understand myself first so I can then understand others.
Get educated about other cultures and diversity.
Othering is a new way for me to see how people experience life in a way I don't.
You can't be afraid to ask questions about cultures that you don't understand.

Program Name: BHM Microaggression Workshop

Question #1: How will you apply what you've learned from this experience?

Responses:

Educating others about my experience and encouraging them to do service
Talk with people, discussion is everything.
Listen for microaggressions in my daily interactions
Be more aware of my surroundings and what people say.
- Bring awareness to the subject at matter - Educate others
Look, listen, empathize, help
Always educate and inform
I would better learn how to interpret scenarios better.
Choose my battles more wisely.
- watch for what people say about others and myself - do something about it!!

Program Name: Civil Discourse & Disobedience Workshop #1

Question #1: How will you apply what you've learned from this experience?

Responses:

I think the civil discourse section helped me to recognize that with communication of sensitive topics we must set goals of understanding as to have productive conversations.
Recognizing people's role in future movements and trying to figure out what I can do to help and how to help.
Further understanding of the student experience and perspective.
Identifying Allyship, Advocate, and Activist opportunities in myself
In my interaction with those who ask how they can be a better ally or activist.

Question #2: What are the two most valuable “takeaways” from the program?

The notes I took on the definitions of allyship and activism were the greatest takeaways!!
There is a difference between allyship, advocate, and activists. Put forth as much effort as you can towards a movement you are passionate about.
Same as above
Some of the quotes and the video on 5 Tips For Being an Ally.
ways that people can be activist and ways that they can be allies

Program Name: Civil Discourse & Disobedience Workshop #2

Question #1: How will you apply what you’ve learned from this experience?

Responses:

How to deal with difficult conversations
I’m going to go into a difficult conversation with an open mind. I’m not going to avoid hard conversations.
I will apply this when I get into a difficult conversation
Always keep a open-mind when having a difficult conversation.
I can apply what I learned to my everyday life whether that is just starting a conversation with someone or get into a discussion with a peer.
Always keep a open-mind when having a difficult conversation.
I’m going to go into a difficult conversation with an open mind. I’m not going to avoid hard conversations.
I will apply this when I get into a difficult conversation

Question #2: What are the two most valuable takeaways from this program?

Listen to what they have to say and speaking clearly
Have an open mind and use active listening.
Being positive when you talk and be clear with your conversation
Never judge or assume things of a person you're having a difficult conversation with.
“Don’t argue about who’s right” & “never assume you know a person's intention”
Never judge or assume things of a person you're having a difficult conversation with.
Have an open mind and use active listening.
Being positive when you talk and be clear with your conversation

Program Name: Ely to Griffin Pt. 1 & 2

Question #1: How will you apply what you’ve learned from this experience?

Responses:

I hope to share my new knowledge with my students
Using my knowledge to still contribute to passing down the history of the Moton to new students and other alumni.

Question #2:

I was intrigued by the historical pattern of independence and resistance Cainan traced from Israel Hill. It also increased my understanding of the relationship of black citizens to the legal system prior to the strike here in Prince Edward.
1. Farmville has changed when it comes to the sections of the town that are populated by the Black community. I would’ve never thought it was anywhere other than Virginia st. 2. Longwood students barely have knowledge of the Moton and that needs to change.

Program Name: Inclusive Leadership GELE Sp. 2021

Question #1: How will you apply what you’ve learned from this experience?

Responses:

Through different club positions and just being a student in the student community
Using situational leadership being in different settings on campus
Useful ideas with how to apply leadership
Use the guide to how to be a good leader in my organization

I'll apply my learning on encouraging and showing my sisters on how to get involved
When I'm in a leadership position. (like group projects)
Useful ideas with how to apply leadership
Through my chapter in leadership positions
Joining the executive board within my chapter and becoming the best leader I can.
I think I will apply this experience by finding different ways I lead and blending them together.
I know what I need to work on
I'll use it not just in my chapters positions but other leadership positions i will hold in the key feature
When I'm in a leadership position. (like group projects)

Question #2: What are the two most valuable takeaways from the program?

Being empathetic and not being afraid of change
Truly using my leadership style and spreading positivity and encouragement throughout my positions
the type of leader i am and how to better my leadership opportunities
How to be a good leader, how to encourage others in their positions
1. Challenges are good! 2. A leader has so many traits and it's important to recognize them!
not everyone leads the same way
the type of leader i am and how to better my leadership opportunities
Leadership skills. How to improve.
Purpose is key. Leadership is a trait that not everyone may have.
The biggest takeaway I got from it is why I want to lead and what legacy I want to leave with.
Every leadership type is different and it's important to be able to delegate and let go of control during a project
I need to be able to change up my leadership style and grow in each of them. I also want to make sure if i join or lead anything then i will want to have the same ideals and make sure the people i am leading have the same ideals as well.
not everyone leads the same way

Program Name: CPC Diversity, Equity, & Inclusion Session

Question #1: How will you apply what you've learned from this experience?

Responses:

Be more inclusive
I will take it back to my chapter
Bringing up topics of thought to our chapter meetings for sisters to discuss and think about for the week.
As diversity and inclusion chair for my sorority, I am going to use OMA as a resource to address problems within my chapter.

Question #2: What are the two most valuable takeaways from the program?

Accept people. Don't just judge someone off looks.
The difference between belonging and fitting in and microaggression
Work to diminish the use of othering. Work truly with an open mind while recruiting instead of letting implicit biases influence opinion.
Difference in belonging vs. fitting in, and learning how to not "other"

Program Name: SGA Retreat 2020

Question #1: How will you apply what you've learned from this experience?

Responses:

honestly to everything
When talking to other students be able to pass on information
Encourage others to be advocates
In my leadership roles on campus
within my chapter fostering an environment that is inclusive
In my own programs , like church or with my family or even in the classroom
Do a better job at diversity and including People.
In my own programs , like church or with my family or even in the classroom
In my leadership roles on campus
Apply it to situations where i might not even originally think it was applicable being aware is key
Be a better student body leader and advocate

When talking to other students be able to pass on information
Being sure that areas are truly welcoming for all
within my chapter fostering an environment that is inclusive

Question #2: What are the two most valuable takeaways from the program?

inclusivity
How to include everyone
What it means to be an ally what it means to be an advocate
Activists for people
don't just be an ally, you have to foster good communication to help create a inclusive environment
As a person of color to let the anger go and understand that the world is trying
Ally, activism, and advocacy differences
As a person of color to let the anger go and understand that the world is trying
Activists for people
being more aware and being a good advocate
1. Take to people and check in on them during events 2. Make sure everyone feels at home
How to include everyone
Listen to understand not to reply Celebrate everyone for who they truly are
don't just be an ally, you have to foster good communication to help create a inclusive environment

Program Name: LGBTQ+ Safe Zone Ally Training

Question #1: How will you apply what you've learned from this experience?

Responses:

Be more accepting and open minded

Question #2: What are the two most valuable takeaways from the program?

Learn about topics I don't know about

Program Name: LGBTQ+ Safe Zone Ally Training

Question #1: How will you apply what you've learned from this experience?

Responses:

Learn more about my team.
By being clear in my goals and objectives
I will apply what I learned from this experience by making my organization more relatable to other students on campus. I will also continue to educate myself on topics like these, which I feel is the first step to change
I will apply what I learned from this experience by making my organization more relatable to other students on campus. I will also continue to educate myself on topics like these, which I feel is the first step to change
Learn more about my team.
I can learn how to communicate better with not only my organization but other minority groups on campus and be able to network with each other.
All the leaders that participated seem to have the same viewpoints in different aspects. It's great but not so great to hear that everyone is all struggling the same.

Question #2: What are the two most valuable takeaways from the program?

Growing as a person and as a team
that we have community that helps us
1. In order to be better leaders, we need to better understand ourselves, other people, and the members of the community we are serving. It will forever be a work in progress, but we must keep working. 2. Because we are all in the same boat due to COVID, we need to take our individual strengths & power and collaboration to create a powerful force to present to our community.
1. In order to be better leaders, we need to better understand ourselves, other people, and the members of the community we are serving. It will forever be a work in progress, but we must keep working. 2. Because we are all in the same boat due to COVID, we need to take our individual strengths & power and collaboration to create a powerful force to present to our community.
Growing as a person and as a team
Learning to be effective with communication and it's important to assess.
1.) Do not hesitate to reach out because you think you may seem weak for struggling. Other leaders and advisors are here for us to utilize and seek advice from. 2.) This is a season of learning from the ugly because we need to learn what works and does not work, in regards to the pandemic in the way of different activities and things that we want to promote citizen leadership with.