Mission Statement:
The mission of the Multicultural Leadership Center (MLC) is to develop leaders who will understand and embrace diversity. The MLC seeks to create learning environments that actively engage the campus community with in-and-out-of-classroom experiences through the education and celebration of diversity, multiculturalism, and social justice.

Program/Service Overview:
EMBRACE—Educating Myself for Better Racial Awareness and Cultural Enrichment
The EMBRACE track is a collaboration between the Student Leadership Institute and the MLC that provides training in leadership as it relates to cultural sensitivity, diversity, and social justice by promoting effective intercultural communication. Six two-hour EMBRACE workshops are presented by student facilitators who examine issues related to frames of reference, social identities, and stereotypes.

Learning Domain:
Diversity and Global Consciousness

Learning Outcomes:
Students will be able to:
1. Increase their awareness of different frames of reference.
2. Become aware of how their own expectations affect their interactions with others.
3. Understand the benefits of consciously thinking about their behavior.
4. Learn to actively create a safe environment in their pursuit to embrace diversity.

Project Sample:
21 students (Fall 2010); 16 students (Spring 2011)

Data Collection Timeframe:
October 2010 – November 2010; March 2011 – April 2011

Data Collection Methods:
Workshop evaluations; quality surveys; and observation

Limitations:
I did not work directly with Student Voice. Thus, my data has not been thoroughly analyzed or organized in a meaningful way that captures key finding. Students completed evaluations immediately after each workshop. Qualitative surveys were also completed at the end of the last workshop.

Summary of Results:
Qualitative and quantitative data indicate that students, by and large, met the intended learning outcomes. Participants expressed increased awareness about other cultural perspectives, alertness to expectations and behavior, and exposure to effective communication skills. In addition, students emphasized the need to learn more about diversity and sensitivity towards others. Clearly, the students enjoyed the interactive nature of the workshops. Though they were primarily discussion-based, the facilitators utilized activities, small group, and one-on-one exercises to generate active involvement at each workshop. The intentional effort to engage students and promote interaction through role playing and large group discussion yielded positive results.

2011-2012 Strategic Goals:
1. Find shortcuts within each workshop so facilitator can “get to the point” more quickly and efficiently.
2. Increase level of interaction and discussion.
3. Revise and update some of the practice scenarios.
4. Develop, promote, and implement supplemental training opportunities.