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.

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 2-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:
As a result of their participation in EMBRACE, participants will:
1. Increase their awareness of different frames of reference.
2. Become aware of how our expectations affect our interactions with others.
3. Understand the benefits of consciously thinking about our behavior.
4. Learn to actively create a safe environment in our pursuit to embrace diversity.

Project Sample: 21 (fall 2010); 16 (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. Quality 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 much more about diversity and sensitivity towards others. Clearly, the students enjoyed the interactive nature of the workshops. Though they are 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 short cuts within each workshop so that 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