



University of Chicago

Office of Multicultural Student Affairs

2006-2007 Highlights





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2006-2007 Accomplishments

The 2006-07 Academic Year marked the second year of reorganization for the Office of Minority (now “Multicultural”) Student Affairs. OMSA’s major accomplishments in this year include:

1. Increased academic enrichment opportunities for students:

Additional funding was secured from external donors and also from an untapped endowment. This ensured continued funding for OMSA programming and also enabled several new grant opportunities to be created for students. This funding allowed OMSA to award several academic and research grants to Students of Color (SOC).

Research supported by OMSA in the 2006-2007 academic year included projects such as “Black Women’s Political Attitudes and the Gender Qualified Social Scripting of Black Women’s Live” by Fallon Wilson, Ph.D. student in Political Science and “Learning to Hear a Nation’s Limits: Language Ideologies and the Fashioning of Ethno-Racial Difference in a U.S. High School” by Jonathan Rosa, Ph.D. student in Anthropology.



OMSA also presented at the National Conference on Race & Ethnicity (NCORE), allowing several Students of Color to present at the Conference in San Francisco. Student presentations covered the student of color experience at the University of Chicago. The OMSA presentation detailed OMSA's efforts in the renovation and programming of 5710 South Woodlawn.

2. Increased student engagement with OMSA:

The Chicago Multicultural Connection mentorship program increased its enrollment by 37 participants. This included a 16% increase in African-American enrollment. The OMSA Student Allocation Board accomplished a revision of its by-laws and approved assistive funding to several cultural Recognized Student Organizations (RSOs). The OMSA Student Advisory Board was active throughout the school year, drafting roles and responsibilities statements for their positions as well as providing feedback to the office from a student point of view. OMSA staff outreached to student groups not actively involved with it, including Latina/o student leaders and the PanAsian Student Coalition.

3. Strengthened partnerships across campus:

OMSA strengthened partnerships with Career Advising and Planning Services (CAPS), the Office of Deputy Provost for Research and Minority Issues (headed by Kenneth Warren), area Deans of Students, area Deans, and the Office of the Registrar, allowing it to better meet the needs of SOCs. Products of these partnerships included the Diversity in the Workplace career event for Students of Color, and the Graduate and Professional School Exploration Day.

4. Improved data collection and internal assessment protocols:

OMSA implemented internal systematic data collection and assessment protocols to improve surveys, partnered with the Office of the Registrar to pilot a new student statistics reporting tool, developed internal data collection on student interactions and Campus Climate incidents, and conducted a programming survey which will be repeated annually in the future. OMSA was able to better identify student needs and OMSA impact. Data also showed that more students than ever before were being positively impacted by OMSA programming.

5. Co-led relocation to 5710 South Woodlawn Avenue:

OMSA strengthened the relationship between SOC & LGBTQ communities around the new diversity center at 5710 S. Woodlawn. OMSA secured institutional support for the renovation of a new student-centered space housing OMSA, the Amandla Student Resource Center, and the LGBTQ Resource Center. OMSA drove active student involvement in the process of planning for the space, bringing together students from the SOC and LGBTQ communities at the University and encouraging the development of relationships and collaborations.



6. Initiated and led inaugural Graduate and Professional Exploration Day:

OMSA collaborated with University graduate and professional schools to host the first-ever graduate recruitment event for Students of Color.

OMSA Student Advisory Board

The OMSA Student Advisory Board was created in January of 2006 to 1) inform the director of OMSA and the university administration of the needs, problems, and issues currently facing students of color, and 2) to advise OMSA regarding areas of programming currently being offered. The OMSA Student Advisory Board meets as a group with the director of OMSA once every two weeks.

Student Advisory Board members for 2006-2007 were:

Ayodele Adesanya, Marina Antillon, Latricia Booker, Kumneger Emiru, Julia Guan, Paola Hernandez, Jennifer Kye, Jack Jin Lee, Angel Ochoa, Jane C. Shiu, Cela Sutton, Amy Reyes Tam, and Ruth Anne Whitfield.

Student Advisory Board members provided feedback on their experience at the end of the academic year. Please see the Appendix for selected feedback results.

OMSA Student Allocation Board

The OMSA Student Allocation Board was created in January of 2006 to provide support to programming efforts by the University's cultural Recognized Student Organizations (RSOs) that are consistent with the mission of OMSA. The Student Allocation Board, composed of student leaders nominated by their peers, reviews proposals submitted for OMSA funding. Funds for accepted proposals are drawn from the OMSA budget.

Student Allocation Board members for 2006-2007 were:

Sandra Carvagal-Rago, Tsion Gurmu, Jeffrey Lui, Eric Maldonado, Abimbola Oladokun, Jessica Pan, and Huileng Tan.

Student organizations that received allocations in 2006-2007 were:

African and Caribbean Students Association (ACSA)
Chicago Asia Pacific Group
Chinese Undergraduate Students' Association (CUSA)
Korean Students Organization (KSO)



Minorities in Public Policy
 Minority Graduate Student Association (MGSA)
 Movimiento Estudiantil Chicano/a de Aztlan (MEChA)
 National Organization for Women at the University of Chicago
 Organization of Black Students (OBS)
 Samahan
 The Singaporean and Malaysian Students' Union (SAMSU)

Staff Interactions with Students

The nature of each OMSA student-staff interaction is captured under one of ten categories. The nature-of-interaction categories are: academic, campus climate, career, financial, OMSA, OMSA Student Groups, personal, programming, RSO advising, and other.

Interactions categorized under “OMSA” include those with student workers and externs involving OMSA-related work. Additionally, they include interactions with prospective candidates for student and professional experiences

Academic:	122	(25%)
Resource Inquiries:	74	(15%)
Financial:	71	(14%)
RSO Advising:	59	(12%)
Career:	43	(9%)
Allocation Board:	30	(6%)
Other:	28	(6%)
Personal:	32	(6%)
Campus Climate:	23	(5%)
CMC:	12	(2%)

Programming Satisfaction Survey

During the Spring 2007 Quarter, OMSA surveyed undergraduate and graduate students of color at the University. The Programming Satisfaction Survey allowed students to provide OMSA feedback and suggestions to consider while planning events and services for the 2007-2008 academic year.

For a selection of survey results, visit:
<http://omsa.uchicago.edu/advocacy/programmingsurvey.shtml>



New Programming Initiatives

During the 2006-2007 academic year, OMSA sponsored and co-sponsored 12 new events.:

* Undergraduate New Student Brunch

The New Student Brunch augmented OMSA's undergraduate orientation offerings with a chance for undergraduate students of color to make social connections with each other. This program was held on the second day of Orientation Week, enabling attendees to build on their connections throughout the Orientation process.

* Chicago Multicultural Connection Mentor Orientation

The CMC Mentor Orientation provided additional support to graduate students, faculty, alumni, and staff who were volunteering to mentor undergraduate students of color. It provided information and guidance to these individuals. The Mentor Orientation strengthened the CMC program by providing greater up-front preparation to mentors and establishing clear communication of expectations and available mentor resources.

* Coloring in the Crevices for First-Year Students of Color

This three-part series was initiated to provide additional resources and support for first-year students of color. Programs were scheduled throughout the quarter, so that first-years had a resource geared specifically toward them above and beyond the programming offered at Orientation.

* Students of Color/LGBTQ Allies ("Visibility and Marginalization" and "Power and Privilege: A Discussion")

This program series built upon common aims and interests between the student of color and LGBTQ communities. Through guided discussions, students in both groups discovered ways in which they could better serve as allies for the other group. This was an important step to creating a stronger student community and support system at the University. This also served to build student connections in advance of the opening of 5710 South Woodlawn.

* OMSA Cultural Registered Student Organization Conference

The OMSA RSO Conference was an opportunity for cultural registered student organizations of the University of Chicago to receive day-long, intensive training geared toward their needs. Jennifer Kennedy, Assistant Director in the Office of the Reynolds Club and Student Activities, led a session on leadership transition. Additionally, Wallace Goode, Associate Dean of Students in the University and Director of the University Community Service Center, spoke on community activism and leadership. A panel of graduate students discussed their



experiences leading student of color organizations and working with multicultural communities.

* Life Series (“Interracial Dating,” “Family Lives,” and “Isolation”)

This series provided students of color a forum to learn about, discuss, and build knowledge around issues of self-care and emotional well-being. Inaugural series topics included interracial dating, family lives, and isolation.

* Latino Heritage Month Reading of “Psst, I Have Something to Tell You, Mi Amor...” by Ana Castillo

This program featured the work of poet, playwright, and University alumnus Ana Castillo. Attendees learned the story of Sister Dianna Ortiz, who was kidnapped, raped, and tortured by U.S.-sponsored Guatemalan security forces in 1989. This work raised important questions about the ethical, moral, and political implications of torture.

* Student of Color Graduate and Professional School Exploration Day

Drawing on individuals identified by the four graduate academic divisions, OMSA invited students of color who were strong candidates for admission to University graduate programs to a campus day of exploration. Students participated in campus tours, classroom observations, student panels, and a dinner event with student affairs staff from OMSA, each academic division, and current graduate students of color. Students also participated in a social outing to downtown Chicago led by current students of color at the University.

* Programming Satisfaction Survey

Undergraduate and graduate students of color were surveyed during the Spring Quarter. They were given the chance to provide ratings, feedback, and suggestions for use in planning the 2007-2008 academic year. Students also responded to a set of control questions regarding campus climate, thus providing longitudinal updates to the Campus Climate Survey of 2005.

New Resources

OMSA offers a great deal of information on campus, off-campus, and community resources. The office connects students to information on summer internships, scholarships, and fellowships for students of color, academic support services, and more. OMSA upgraded many of its resources during the 2006-2007 academic year.

1. OMSA Web Site (<http://omsa.uchicago.edu>)



The OMSA Web site presents information on the Office of Multicultural Student Affairs and other on- and off-campus resources. It provides information on events, a photography gallery containing pictures of past events, news updates, and information about academic, professional, and community opportunities. Additionally, the OMSA publications Alternative Guide to Chicago, Resource Guide, eNewsletter/Biweekly Newsletter, and Alumni Newsletter are available on the Web site. In the 2006-2007 year, the OMSA Web site received 29,592 hits—an average of 81 hits each day.

Beginning in the 2006-2007 year, the OMSA Web site integrated a room reservation system. This administrative feature allows students and student organizations to book usage of the Amandla Student Resource Center online. Sixty percent of respondents to the Programming Satisfaction Survey conducted in this year indicated that they had visited the OMSA Web site.

2. Fact Sheet in English, Chinese, and Spanish

The multilingual Fact Sheet explains OMSA's services to English-, Chinese-, and Spanish-speaking students as well as to the families of prospective students. In 2006-2007 the Fact Sheet was updated to more clearly present information about the office.

3. OMSA Alumni Newsletter

OMSA collaborated with the Alumni Association to send alumni of color a quarterly e-mail newsletter. This newsletter keeps alumni up to date on OMSA's events, programs, and services, and informs them of ways to stay involved with the University and especially with the University's students of color. Over 1,400 alumni of color receive this newsletter.

4. Civility Web Site (<http://civility.uchicago.edu>)

OMSA spearheaded an effort to centralize University policies and statements related to diversity, as well as instructions for students wishing to report bias-related incidents at the University. This online resource provides information on the current University support and resources available for students, outlines diversity-related courses at the University, and documents diversity-related educational programs at the University, locally, and nationally.

Race Studies Grant

The OMSA Race Studies Grant was begun in the 2006-2007 year to assist undergraduate, graduate, and professional students by providing financial support for scholarly projects exploring the multifaceted nature of race, race relations, ethnicity, and/or culture within the University of Chicago, the larger City of Chicago community, or Higher Education. The OMSA



Race Studies Grant is a maximum \$3,600 award allocated over two quarters - Winter and Spring. It is not designed to support coursework or travel.

2006-2007 grantees were:

Jonathan Rosa, Ph.D. student in Anthropology: "Learning to Hear a Nation's Limits: Language Ideologies and the Fashioning of Ethno-Racial Difference in a U.S. High School"

Rogelio Fierro, student in the College: "Flair Advantage? Queering the Educational (Under)Achievement of Mexican American Men"

Elizabeth Perez, Ph.D. student in the Divinity School: "Women's Work, Ritual Labor: Cooking and Conversion in Ilé Laroye"

Tehama Lopez, Ph.D. student in Political Science: "Amazing Grace: The Possibility of a White Double Consciousness"

Kirstin Boswell Ford, Ph.D. student in the Divinity School: "A Home-Place: Self-Identity and God in African American Culture"

Jamila Michener, Ph.D. student in Political Science: "Neighborhood Context & the Politics of Perception"

Fallon Wilson, Ph.D. student in Political Science: "Black Women's Political Attitudes and the Gender Qualified Social Scripting of Black Women's Lives"

Special Thanks: Faculty and Staff Presenters and Facilitators

Dain Borges Assoc. Professor, History and the College and Director, Center of Latin American Studies

Matt Donato Employer Development, Career Advising and Planning Services

Anita Gajula College Administration

W. Clark Gilpin Margaret E. Burton Distinguished Service Professor, Divinity School and the College

Wallace Goode Assoc. Dean of Students and Director, University Community Service Center

Madeline Hamblin Assoc. Dean of Students, Graduate Student Resources and Director, Office of Graduate Affairs

Dwight Hopkins Professor, Divinity School

Jennifer Kennedy Office of the Reynolds Club and Student Activities

Ka Yee Lee Assoc. Professor, Chemistry, Institute of Biophysical Dynamics, James Franck Institute, and the College

Juan Martinez Asst. Professor, Microbiology

Deborah Neibel Undergraduate Career Services, Career Advising and Planning Services



Teresa Owens Dean of Students and Lecturer, Divinity School
Coya Paz Artist-in-Residence, Center for the Study of Race, Politics, and Culture
Damon Phillips Professor, Graduate School of Business
Rovana Popoff College Adviser and Ph.D. Candidate in Political Science
Richard Saller Provost
Lisa A.P. Sanchez Asst. Professor, Psychiatry
Allen R. Sanderson Senior Lecturer, Economics and the College
Josh Singh Student Counseling and Resource Service
Kenneth Warren Cone Distinguished Service Professor, English Lang. and Lit. and Deputy Provost for Research and Minority Issues
Charles Wheelan Lecturer, Harris School of Public Policy Studies

Special Thanks: Student Presenters and Facilitators

Christopher Starks
Elliott Powell
Lizette Durand
Sharony Green
Jonathan Rosa
Alvin Quinones
Antonio Sotomayor Carlo
Tehama Lopez
Marcelle Medford
Ainsley Lesure
Elizabeth Todd
John Stevenson

2007-2008 Goals

1. 5710 South Woodlawn Avenue:

OMSA intends to develop and implement a plan to operate the building as a vibrant new student diversity center with a range of opportunities to enrich student life.

2. Re-conceptualize "Multicultural"/"Minority":

OMSA intends to create effective programming which reflects the complexities of the Student of Color community and the diverse, multifaceted layers and identities of students. Initially, OMSA intends to refine its program offerings to



address Students of Color who are also commuters, who identify as LGBTQ, and who are bi-racial or multi-racial students.

3. Academic:

OMSA intends to increase academic and career enrichment opportunities in order to support and enhance the academic success of Students of Color. These opportunities will include enhancement of OMSA Web site resources and execution of new programming funded by the Women's Board of the University.

4. Institutional Awareness and Campus Climate:

OMSA intends to increase understanding of issues that impact the retention of Students of Color. Namely, OMSA seeks to investigate rates and trends in student retention, GPA, and perceived engagement and satisfaction. Using this information, OMSA intends to increase institutional awareness and institutional support for an inclusive campus environment.

Appendix

OMSA Student Advisory Board Feedback

Student Advisory Board member feedback regarding service in the 2007-2008 Academic Year includes:

1. Impact which their service in the Advisory Board had on them:

"The SAB impacted my way of framing by opinions/concerns on issues bringing OMSA and the students of color community together (in terms of dialogue and intracommunal relations)."

"It helped me a lot becoming aware of the different issues and the resources we have and the process one should take to do something. Especially as a first year. It helped me learn about the University's staff and their system."

"I am now more in-tune with problems on campus and can come up with possible solutions."

"It gave me a platform to raise and discuss student of color issues."

2. Impact on the growth of OMSA:

"I've better integrated the representation of Asian/Asian American groups with the service and advocacy of students of color."



“I brought in issues affecting the Latino community. In this way, I was able to update OMSA with many issues facing this large ethnic community.”

“My participation helped spread the word of how issues are getting solved or how issues are being presented and even that these issues exist.”

“I think I brought forth a lot of the concerns that African and Caribbean students on campus as well as concerns of RSOs.”

3. New insight:

“Yes, in terms of understanding how to accommodate and understand the perspectives of other communities.”

“Yes, to learn about how the university works and relay that information to students so it could also be useful to them helps me see how its important for students to become aware and active.”

“Sure, I think I have seen and understood how change happens institutionally.”

“Yes. Everyone brings their own unique experiences and perspectives to the table.”

“Yes. Insight to administration and even insight to other students’ struggles.”

4. Suggested OMSA priorities for the 2007-2008 year:

“More forums where more contentious issues like curriculum (are discussed). More coalition-building efforts.”

“Implement student hate crime notification and improve SGFC funding.”

“Racial/diversity-related incidents or crimes on campus; increased awareness of cultural events and/or shows.”

“5710 – really making it a home; making quarterly meetings for panethnic groups; continuing to get OMSA’s name and face out there; financial need – guiding students toward scholarships/fellowships etc.”

“Cultural RSO issues and financial aid issues of minority students.”

5. Additional Comments:

“More representation from graduate students is needed.”



“I want to thank OMSA for their continual student support. Particularly, I want to thank Ana for making an effort to listen and comprehend student of color concerns.”

“I really appreciate the work that this board does/issues it deals with.”

Student of Color Enrollment Data

1. Undergraduate enrollment:

2006-2007 saw a great increase in undergraduate Black/African-American enrollment (25 students or 13 percent) and an increase in Hispanic/Latino enrollment (one student or less than one percent).

2. Graduate enrollment:

2006-2007 saw continued increase over past years in Black/African-American enrollment (two students or one percent).

3. Professional school enrollment:

2006-2007 saw a rebound in Black/African-American enrollment in professional schools (16 students or six percent: versus a loss of 20 students the year before). This year also saw a rebound in Hispanic/Latino enrollment (12 students or six percent: versus a loss of seven students in the year before), and Asian/Pacific Islander students (141 students or 22 percent: versus a loss of 73 students in the year before).

4. Overall enrollment:

2006-2007 saw a rise in Asian/Pacific Islander enrollment (106 students or seven percent), as well as a rise in Multi-racial enrollment (27 students or 26 percent). Arab, Middle Eastern, and North African students received a category for the first time: 19 students self-identified membership in this category.