

Intercultural Cultural Centers & Programs
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These are guiding principles and cautionary notes from the Intercultural Centers and Programs cluster presented at the final plenary during the second annual Bildner Family Foundation Campus Diversity Summer Institute.

Questions and answers about implementation and process explored in the cluster sessions:

1. What are the annual programs offered by each Center participating in the cluster?
Who is being served?

- *First Year Orientation*
- *Community Service Programs*
- *Student Led Programs*
- *Holiday Programs*
- *Student Life Development*
- *Cultural Heritage Programs - (Latino/a, Asian Pacific American, Black Heritage Month)*
- *Speakers-Literary Programs*
- *International Programs*

The Centers are serving, students, faculty, staff, and alumni as well as linking with organizations beyond the university/colleges.

2. What are the most successful programs?

The most successful programs are collaborations that advance long-term capacity building, such as education programs aimed at a constituency (i.e., orientation programs, resident advisors, and faculties).

3. Guiding principles and cautionary notes about what hampers and accelerates success.

Guiding Principles

- *Engage senior management*
- *Widen Institutional participation*
- *Look at the bigger picture*
- *Define institutional diversity.*
- *Define academic culture within your institution.*
- *Develop an emergent response mechanism.*

What Hampers Success.

- *Emergent crises*
- *External personnel pigeonhole the problem even if the situation is not in our area of expertise because they expect a person of color to solve the problem if the concern is about a person of color.*
- *The disconnect between theory, practice, and reality*
- *Enablers that relieving others of their responsibilities*
- *Advisory Committee on paper only*
- *Lack of assessment process*

What Accelerates Success?

- *Have a mechanism for action when a crisis emerges.*
- *Build a wider community that can handle and be responsible for emergent crises.*
- *Build more collaborations.*
- *Involve community you are serving in the planning and implementation process.*
- *Inform the campus and community by announcing events and promoting their success through marketing and press releases*
- *Identify allies on campus including units that ordinarily are not involved*
- *Create incentives for faculty to become engaged.*
- *Develop an advisory Committee that is fully invested*
- *Rely on capacity building strategies and models*
- *Assess the process and learn from the data*
- *Develop trust building strategies*
- *Continue commitments of quality education to targeted communities*

4. Concepts: These are a series of word-pair concepts that informed some of our discussions. They may be useful for your group to consider as you implement your Bildner Projects.

Program	Center
Serendipitous interaction	Planned interaction
Curricular	Co-curricular
Education	Training
Proactive	Reactive
Individual	Group
Personal responsibility for diversity issues	Delegate responsibility for diversity issues
Collaboration	Competition
Intellectual exploration	Emotional exploration
Theory	Practice

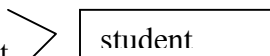
Sustainers	Resistors	Bystanders
Centralized Response	Decentralized Response	Global Response

5. Suggestions of ways to collaborate across institutions in the next two years.

- NJ Consortium of Cultural Centers should meet annually and communicate via email and the Web
- Campus Inventory of Allies/Resources (both institutional and community)
- Assessment of current Programs/Activities (within and across Centers & Programs)

Emergent Response

- Mechanism
- Ally-Sociological Issue
- Modeling
- Crisis
- Incident
- Culturally Competent
- Identify those that are community responsibility



Insights

- Understanding the paradox of academic culture – how our institutional culture may work towards and/or away from diversity
- Modeling Collaboration
- Making diversity the responsibility of the entire institution (although it is often delegated)
- Nurturing existing relationships
- Building Partnerships
- Developing strategies to sustain diversity efforts
- Sustaining rituals because they important elements of learning
- Keeping these questions in mind: What kind of community are we as colleges creating?
Are we mirroring what is going on in society? Are we creating a different image for society to mirror?

Diversity Programming can be looked at from two core dimensions, who is being served by the programming and who is providing the leadership for the programming.

Population(s) Served	Institution	Students	Leadership From
	Administration	Faculty/Staff	
	Campus Community	Local Community	