

MOSAIC

University of Wisconsin - Eau Claire

MAKING OUR

Commitment to
Diversity

GLACURH 2005
UW - La Crosse

COMMUNITY

SCHOOL AND

INTERCULTURAL

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Diversity In Housing and Residence Life at UW – Eau Claire



Housing and Residence Life focuses on diversity in many ways. They talk about it in their training of staff and in their programming. Housing has two student organizations whose primary missions are to focus on issues of diversity.

Making Our School an Intercultural Community (MOSAIC) is the volunteer organization that plans a large scale, campus wide program each semester as well as several other smaller programs. The membership of MOSAIC determines the content of these programs.

The **Peer Diversity Educators (PDE)** are a group of students who are paid through Housing and Residence Life to present programs in the halls, in classrooms and in the community.

Plan 2008: Educational Quality Through Racial and Ethnic Diversity

Plan 2008 is UW-Eau Claire's ten-year plan to enhance racial and ethnic diversity. Seven goals provide the plan framework. Goals are to:

1. Increase the number of Wisconsin high school graduates of color who apply, are accepted, and who enroll at UW System.
2. Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.
3. Close the gap in educational achievement by bringing retention and graduation rates for students of color in line with those of the student body as a whole.
4. Increase the amount of financial aid available to needy students and reduce their reliance on loans.
5. Increase the number of faculty, academic staff, classified staff, and administrators of color so that they are represented in the UW System workforce in proportion to their current availability in relevant job pools. In addition, work to increase their future availability as potential employees.
6. Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.
7. Improve accountability of the UW System and its institutions.

The Board of Regents, in June 1999, approved a comprehensive, system wide Plan 2008 which included plans from each of the UW System institutions.

Understanding Our Own Diversity (from the UW – Eau Claire Web Site)

- 507 ethnic minority students were enrolled at UW-Eau Claire in 2004.
- The number of ethnic minority students at UW-Eau Claire has increased by more than 100 students in the last decade.
- There were 35 multicultural faculty members teaching at UW-Eau Claire in 2003.

- Asian Americans make up a majority of the ethnic minority students on campus, 285 students were enrolled in 2004.

Campus Clubs & Organizations

There are numerous clubs and organizations on campus that embrace diversity. Here is a listing of them.

Abilities

- American Sign Language Organization
 - <http://www.uwec.edu/aslso/>
- Best Buddies
 - <http://www.bestbuddies.org/>

Ethnic/Racial Diversity

- Asian American Student Organization
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=196>
- Baltic Student Organization
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=65>
- Black Student Association
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=66>
- Chinese Culture Association
 - <http://www.uwec.edu/csa/>
- Hmong Students Association
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=71>
- Manyatta Association
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=237>
- Native American Student Association
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=78>

Gender

- College Feminists
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=239>
- Multicultural College Women's Association
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=76>

International Diversity

- Der Deutsche Verein
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=79>
- El Club Español
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=68>
- India Abroad Association
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=72>
- Irish Ceili Dance
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=258>
- Japanese Cultural Society
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=74>

- Latin American Studies Club (El Club de Estudios Latinamericanos)
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=240>
- Le Salon Français
 - <http://www.uwec.edu/lsf>
- West African Music Society
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=201>

Religious/Spiritual Practice

- Baha'i Campus Club
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=247>
- Buddhist Society, UW – Eau Claire
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=236>
- In His Word
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=198>
- Inter-Varsity Christian Fellowship
 - <http://www.uwec.edu/ICF/>
- Jewish Students Association
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=75>
- Lutheran Student Association
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=158>
- Newman Student Association
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=161>
- Student Impact
 - <http://www.uwec.edu/SI/>
- Latter-Day Saint Student Association
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=289>
- Navigators
 - <http://www.uwec.edu/navs/>

Sexual Orientation

- Lesbian Gay Bisexual Transgender Straight Alliance
 - <http://www.uwec.edu/lgbtsa/>

Other

- AIESEC
 - <http://www.uwec.edu/Student/AIESEC/first.htm>
- Amnesty International
 - <http://www.uwec.edu/Amnesty/>
- Making Our School An Intercultural Community (MOSAIC)
 - <http://www.uwec.edu/housing/Organizations/MOSAIC/index.html>
- Model United Nations Club
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=96>
- National Student Exchange Association
 - <http://www.uwec.edu/asp/dc/orgs/display.asp?id=97>
- Peer Diversity Educators
 - <http://www.uwec.edu/housing/Organizations/PDE/index.html>

Peer Diversity Educators Program Offerings

Diversity Mixers

Diversity Within Us

Length: 1 - 1.5 hours

This interactive program explores the diversity within each of us that is visible and hidden. Participants will learn more about themselves and others in the group. A great group bonding activity.

Social Styles

Length: 1 - 1.5 hours

This fun and interactive program lets people explore their own style for dealing with others and the other participants' styles also. This program will help any group work better together afterwards - guaranteed!

Why Won't you Tell Me Your Name?

Length: 20 min

Participants will receive labels with simple directions written on them. Participants interact with one another and hold a group discussion where they will see that we treat people according to how we, or society, label them.

Your Piece in Peace

Length: 1 - 1.5 hours

Participants will follow the story of a Chinese elder. The group will make critical decisions about his life, based on the information given to them. The game is designed to illustrate the value of each human being, the criteria of decision-making, and the advantages/disadvantages of world peace.

Gender

Can you Recognize Sexism?

Length: 1 hour

Participants are asked to fill out a worksheet on situations that are possibly sexist. This is to help participants understand how widespread sexism is.

Empowering Women

Length: 1 hour

This program is a celebration of the accomplishments and achievements of women. It covers a broad spectrum of subjects and historical contexts and is wonderful to recognize the contributions women have made throughout history and are still making today.

Man, I Feel Like a Woman

Length: 1 hour

The purpose of this activity is to try and make men feel what it is like to be a woman in society today and contrastingly makes women aware of what it is like to be male. This will hopefully make males and females more understanding and empathetic to the issues that the opposite gender faces and, in turn, this will open discussion on how these problems can be solved.

The F-Word

Length: 1 hour

Through guided class and small group discussions participants will be introduced to feminism as a non-threatening, productive, socially necessary way of thought. The objectives for this lesson are to have participants share their views on feminism, examine their beliefs about feminist thought, and learn the importance of the feminist movement.

The Male Box

Length: 1 hour

The purpose of this activity is to increase student awareness of how the very rigid gender roles men are socialized into affects both men and women in our society. There are two parts to this program. The first is an interactive experience that will help the participants identify male gender roles. The second part will be a video analysis of how men are portrayed in the media. Participants will examine the effects of these gender roles, and the impact they have on our society.

Women in the Media

Length: 1 - 2 hours depending on the class

The purpose of this program is to increase student's awareness of how women are used in advertisements and the effects this has on women's health and self-image. Through video and analysis of magazine advertisements participants will be shown how women in the media are portrayed. Participants will examine their beliefs about body image and feminism through a large group discussion.

Race

Can You Recognize Racism?

Length: 1 hour

Participants will be asked to define racism and proceed to fill out a worksheet concerning situations that may or may not be racist. The object is for the participants to understand that racism is a pervasive influence in our society.

Guided Fantasy on Racism

Length: 1 hour

Through creative guided imagery, students will envision what it might be like to experience life in the minority. Participants will explore how race plays a factor in their comfort zones and every day interactions. White privilege will be examined through small and large group discussion.

Privilege Walk

Length: 1 hour

This interactive program provides participants with an opportunity to understand the intricacies of social privileges. Participants will be read a series of questions and then asked to take steps forward or backward based on their own personal experiences. These questions are geared towards recognizing the different types of privileges in our society and how they affect the lives of others. This intense and sometimes emotional program helps people realize just how privileged members of our society are and what they can do to minimize these disparities between people in our society.

Ability*A Different View*

Length: 1-1.5 hours

The purpose of this lesson is to help students identify that people exist on all levels of abilities. Even though some individuals have disabilities, they adapt to situation just as everyone adapts to their environment. This lesson teaches to view the person first, not the disability.

Disability Mixer

Length: 1 hour

Participants play a trivia game that tests their knowledge of disability issues and the historical aspects of disabilities.

Hunt on Wheels

Length: 1-2 hours

This activity allows participants to explore campus accessibility by navigating around our campus using a wheelchair or crutches.

Diversity*A Different Life: Growing Up Gay*

Length: 1 - 1.5 hours

Through guided imagery and self-reflection; participants try to understand what life is like for an LGBT person. The process starts with the LGBT person in the closet and then progresses through the coming out process.

Baby Mall

Length: 1 - 2 hours

Participants will be led through a simulated "Baby Mall" where they will be confronted with the concept that certain ethnic backgrounds have inherent privileges. They will also examine their own values on various human attributes. Participants will be paired up and given a "child." With this "child" they are to purchase the persona they think their "child" will need to succeed in our society.

BaFa, BaFa

Length: 1 - 1.5 hours

This is an intercultural learning experience. After familiarizing themselves with a new culture, participants will "travel abroad" and visit a new society. This activity teaches the participants the difficulties that one undergoes when experiencing another culture that is different than their own.

Diverse Perspectives

Length: 1 hour

The purpose of this lesson is to help participants recognize that many points of view may exist on any given topic. Participants will express their points of view on certain issues by standing in different corners of the classroom labeled: strongly agree, agree, disagree, strongly disagree, or unsure. The lesson then asks participants to consider how they formed their opinions and perspectives. Participants will be exposed to value of listening to others' perspectives and respecting them.

First Impressions

Length: 1 hour

Through a unique interaction with the Peer Diversity Educators, students will become aware of the power of first impressions and how those impressions affect their treatment of others. The ultimate goal of this program is for students to learn that it takes more than one experience to get to know someone and that the true value of a person comes from what is inside.

Harassment at Hoover High

Length: 1 hour

This interactive program shows the perspective of high school students and the "us vs. them" mentality that is often present in such environments. This role playing is great for future educators. Participants break down reasons why "in-groups" and "out-groups" emerge and develop potential solutions.

International Relations

Length: 1 hour

This activity allows participants to write a summary of a typical day in the life of a business person in different parts of the world. Participants share their stories with other classmates. At the end, actual stories of these business people will be shared with the class. Participants learn about international business culture.

Layering Oppression

Length: 1 hour

This program will help participants identify and experience multiple oppressions. Through an interactive game, participants will confront issues that a person faces when they are confronted with multiple oppressions in their lives. Following the game, the group will examine their beliefs about oppression through a large group discussion.

Take A Look Within

Length: 30 min - 1 hour

Participants will fill out a worksheet answering questions about how they see themselves and why they do things the way they do. The object of this exercise is to understand how one sees themselves, their place in the world, and their own uniqueness.

The Game of Life

Length: 1- 1.5 hours

Participants go through the Game of Life starting with high school and ending with retirement. Their goal is to accomplish as much as they can regardless of the discrimination they face. Participants experience firsthand the discrimination that some people have to deal with on a daily basis. Players will face racism, sexism, and classism.

The Great Melting Pot

Length: 1 hour

In this program, participants will examine their own prejudices and the stereotypes associated with them. Participants will deconstruct stereotypes, and identify the grain of truth many originate from. The definitions and implications of the words intolerance, acceptance, empathy, and apathy will also be discussed.

Visit to Albatross

Length: 1 hour

This is an intercultural learning experience. Through a unique ceremonial greeting with members of Albatross, participants will experience life in another culture. Following the ceremonial greeting, participants will discuss their observations of what happened during the ceremony—first from an ethnocentric point of view. Following those observations, participants will be encouraged to examine the ceremony from a cultural relativistic viewpoint. The object of this exercise is to understand how our own ethnocentric biases play out in our daily lives and our interactions with others.

Welcome to America

Length: 1 hour

Think being an immigrant is easy? Think again. This experience places participants in the shoes of someone who legally comes to the United States and then experiences the red tape and prejudices towards immigrants.

Who Gets In?

Length: 45 minutes - 1.5 hours

Participants are divided into teams and each team's goal is to select people to accept into their university. The people are selected from a list, which contains limited information about their attributes and characteristics. Participants are challenged to look at the assumptions and expectations they hold about others who are different from them. Players see that differences can strengthen and enrich human experiences and enable people to achieve their goals in all aspects of life.

Wrong Side of the Tracks

Length: 1 - 1.5 hours

During this activity, participants see first hand what stereotypes are associated with their identity. Every individual will feel what it is like to be classified into a minority group in this eye-opening program.

Program Evaluations

The following are evaluations of five of the programs that Housing and Residence Life has put on throughout the past year.

RA Training Diversity Day

This year, during Resident Assistant Training on we placed an intentionally strong emphasis on diversity. Two separate programs were presented on Saturday August 27th to help all of the RAs see the effect that diversity has on making a community strong. This program was presented to the 125 RAs and the Professional Housing and Residence Life staff.

Baby Mall—Our Peer Diversity Educators came to our training and presented this program. It took about an hour and a half for the RAs to experience this program. The RAs were paired up and given a child. They were sent to different stations and told to buy characteristics that they felt were most important for their children to have. These included gender, sexual orientation, intelligence, musical and athletic ability, and various aspects of health.

All of the couples were given different amounts of money and were “color” coded to indicate to the facilitators that they should be treated very well or poorly.

After all of the RAs went through the activities, they debriefed about the experience that they all had. They discussed how thinking about the value of all of these characteristics would help them in their jobs as RAs.

There were 5 Peer Diversity Educators that put on this program that they group had already put together to present at any event.

Diversity Video—during the summer, a group of RAs created from scratch a diversity video for all of the RAs to learn from. The students who created it interviewed a wide array of students, faculty and staff about their experiences with diversity. The students who created the video spent many hours taping and editing the video together. It touched on the topics of race, religion, gender, ability, and sexual orientation.

This video went in depth with issues that directly affect our on campus population. The RAs got to think about how the things that they say, the things that they put on the walls, the things that they don’t say, and programs the RAs plan effect the experience of their residents. Many of the people that were interviewed talked about some of the really good things that our staff has done to make their experience better and some of the things that have happened that caused stress for the residents. Also, most of the people interviewed gave suggestions of things that RAs could do to make the on-campus living experience better for everyone. Some examples that were given were

- putting thought into bulletin boards and door decorations
- having programs that meet a variety of interests
- making sure that joking isn’t really hurting someone’s feelings
- having pictures in the bathrooms that represent all types of people
- having stories and poems that are empowering instead of degrading

After the RAs watched the video, each staff was given a list of questions to talk about over dinner. Most of the staffs had very involved conversations about how they can incorporate what they learned from the video into what they do as RAs. They talked about programming, and the little and big things that they say and do to make a difference.

The V-Day Campaign

Throughout February and March work was being done to make successful what has fast become an annual tradition at University of Wisconsin Eau Claire; V-Day. The movement encompassed many things, all contributing to the goal of ending the violence against women. The movement was not only a major success in accomplishing the task of furthering knowledge of everyone that was touched by the movement, but also managed to raise \$5,600 while doing so. There were a number of events leading up to the finale, a campus production of Eve Ensler’s “The Vagina Monologues.”

The money raised was put towards two organizations, one in the Eau Claire community and one overseas. The Eau Claire organization was the Bolton Refuge House. The Bolton Refuge House is a shelter for abuse victims in the Eau Claire and surrounding area. The national organization is called “Women of Iraq.”



Merchandising was a very important part of V-Day in 2005. Many items were on sale; chocolate vagina suckers, t-shirts, buttons, stickers, and pens. The merchandise was sold at every complimenting activity, as well as at The Vagina Monologues. The merchandise not only helped raise money, but also helped by promoting awareness of the event. There was a booth in the student center leading up to the activity manned by student volunteers.

The first complimenting activity was called “See Men Speak.” Since The Vagina Monologues traditionally garners much attention from the females on campus and in the community, “See Men Speak” is put on to gather attention and participation from males. It was put on at Racy’s café, a local coffeehouse near campus. Men from the campus and community were invited to come and recite poetry, tell stories, and sing on the open microphone.

During the performances of The Vagina Monologues there was an art auction to raise money for the cause. The auction was made up of pieces donated from students, faculty, and the community. Dozens of pieces of art were donated, bid on, and finally purchased.

Benefit for Bolton was a concert featuring student bands that volunteered to perform knowing that the money raised with the \$1 admission was going towards the V-Day movement. Over 100 people were in the audience.

The Vagina Monologues were the culmination of months of hard work. The actresses were women on staff and students. The producer and directors were students. The play had a Thursday night, Friday night, and Saturday afternoon. The total attendance for these showings was over 800 people. Including the audiences at “See Men Speak” and Benefit for Bolton, there were over 1000 people in attendance total.

Throughout every complimenting activity, performance, and merchandise booth sale there was a common theme; volunteers. There number of volunteers grew to over 100 students, staff, and community members.

The cost of renting the auditorium, buying merchandise, ticketing fees, and technical crews totaled up at over \$6,000.

Tunnel of Oppression

This year MOSAIC's (Making Our School an Intercultural Community) Tunnel of Oppression which will take place on November 8, 9, and 10 (after this bid must be turned in) will bring attention to some issues that are not often talked about. MOSAIC decided that this year we would have the theme "True Life" for all of our rooms. We want to specifically pay attention to the oppression that the students on our campus face. The focus areas are:

True Life: *I am Living Between Two Cultures*

True Life: *I have Survived Sexual Assault*

True Life: *I am an English Language Learner*

True Life: *I Grew Up on Welfare*

Each of these topics will be presented in their own huge room in our Student Center. The Peer Diversity Educators will be invited to debrief the students after they go through the rooms. This program is being planned by about 30 students who are researching each of the topics. The groups are all planning to present the information in interactive and unique ways.

The Tunnel is being promoted through posters, chalking, table tents in the cafeterias, through the faculty and with a HUGE sheet sign. The promotion is orange and was done in two waves. The first wave just said, "It is coming" and had the MOSAIC logo. The next wave will have much more detailed information about the event.

International Potluck

Thursday September 29th, 2005, Making Our School An Intercultural Community (MOSAIC) hosted an International Potluck. The summer of 2005 the MOSAIC executive board had an e-meeting where they decided that they wanted to plan a fun event within the first month of the fall semester. It was suggested that they revive an old MOSAIC event that had not been put on in a long time, an International Potluck.

The target population for the International Potluck was everyone and anyone on campus. Although it was most accessible for MOSAIC to advertise and try to appeal to students living in the Residence Halls, they made a considerable effort to include the whole campus. They made a banner to display on main campus and emailed invitations to the heads of the academic departments and all multicultural organizations on campus. MOSAIC attended a University of Wisconsin Eau Claire leadership conference where they talked up the event and encouraged students to attend. Each MOSAIC hall representative made a butcher block sign to hang in their residence hall. The MOSAIC executive board took care to make special invitations to personally give to hall directors and other faculty involved in diversity as well as made signs for the Resident Assistants to post in their hallways.

The location of the International Potluck was held jointly between a residence hall conference room where the food was set out buffet style, and a connected TV lounge where there were tables and chairs. 80 people attended the International Potluck.



The International Potluck took about 10 people to put on. It took people power to make signs, announce the event at hall council meetings, buy minimal supplies for the event, and complete other tasks.

As a housing organization MOSAIC was able to fill out a program support form to have Housing and Residence Life pay for minimal supplies needed for the event. The program support form requested paper plates, eating utensils, and serving spoons. The cost of these supplies was about \$30.00.

MOSAIC had a variety of goals for the International Potluck. These include:

- Introduce new freshman to the organization
- Celebrate diversity
- Share the mission of diversity with the campus
- Enjoy a variety of new foods
- Learn about new cultures through cuisine
- Create an outlet for students to share their heritage
- Try to involve international students and introduce them to other cultures here in the United States
- Have fun!
- Provide an all hall diversity event
- Offer a diversity event for RA's to utilize as a wing activity

The International Potluck was an event that required minimal work compared to its amazing outcome. The general idea was to create a time and place for a potluck. Through advertising MOSAIC encouraged students to try new food and bring a dish to pass. The catch phrase was "Bring food that represents you!" MOSAIC found that the use of this line encouraged students to join in, even if they didn't have a "cultural" treat to share.

MOSAIC invited a drumming group from a local Tabernacle. This music set the funky tone for the night and drew additional participants.

Many of the attendants of the potluck brought food to share. There was pita bread, hummus, cous cous, falafel, German chocolate cake, fried rice, enchiladas, English cookies, salad, Danish, chips, salsa, cheese sticks, chicken nuggets, tuperth and torvohah (a Hungarian dish), chicken byriani, and more! Although not everyone in attendance brought a dish, there was enough to go around.

There were many positive effects of the potluck. A huge variety of people showed up for the event, there was a great sharing of culture and food, students were delighted when others responded positively to their food that "represented them", and MOSAIC was introduced to new students.

As an organization MOSAIC spends a lot of time trying to promote awareness and education about diversity, with the International Potluck MOSAIC was able to show its lighter side and educate in a more social and laid back setting that encouraged camaraderie.

MOSAIC Open Forums

Over the past year Making Our School An Intercultural Community (MOSAIC) has sponsored numerous forums to our school community. The purpose of these functions is to bring attention to controversial topics that few people on our university know about or people think it is important to talk about.

The effort needed to put into this requires the help and assistance of many members of the organization. Including the seven-member executive board, five to ten general members of the organization would help by making large posters to promote the event to hang around campus; contact faculty, other university organizations and departments, and other local residents who are knowledgeable in this topic to come and participate in the forum; and to talk about the event to their friends and in their classes to encourage people to attend.

The variety of topics encompassed a large spectrum of issues facing us today. They were:

November 17th 2004: Health Care, is it a Human Right?
December 8th 2004: Chivalry vs. Feminism
February 16th 2005: Does Racism Exist at UWEC?
March 16th 2005: Women and Sex. Let's Talk about It.
April 27th 2005: Why is 21 the Magic Number? (regarding alcohol)
October 5th 2005: Poverty in the United States. Hurricane Hangover

These forums ranged in attendance of just a few people to over a hundred. They always fostered a lively conversation and learning by everyone in attendance. MOSAIC plans to continue to host a forum each month of this year.



University of Wisconsin-Eau Claire

Housing and Residence Life Office • Towers 112 • Eau Claire, WI 54701-6167

November 2, 2005

Dear Commitment to Diversity Selection Committee Members-

We are writing this letter in strong support of Making Our School An Intercultural Community's (MOSAIC's) bid for our school's commitment to diversity. The effort of the students who work to provide opportunities for differences to be explored, embraced, and celebrated is quite unbelievable. Time after time, we are amazed by their continual and sincere interest in making our campus, and in many instances the world, a safer and more comfortable place for everyone.

We have both had conversation after conversation with these students where they teach us valuable lessons. Diversity is a subject matter that requires everyone involved to be constantly open, aware; leading directly into learning and growing. Our students in MOSAIC see this, and seek out those chances to learn and relish the chance to share what they learn with others.

During our Resident Assistant training our members came in and presented to all the RAs explaining what MOSAIC does and what their organization can provide students, and the general campus and community population. That simple 15 minute presentation really inspired and got the wheels turning in many of the RAs' heads. Several of those RAs are now consistent MOSAIC members. Many of them are juniors and seniors who have learned that it is important to learn from and be open to issues surrounding and encompassing diversity.

Last spring, during our V-Day Campaign we were both asked to participate as actresses in "The Vagina Monologues." MOSAIC accomplished the daunting task of removing us from our advisor shell, and it was beautiful to be a part of this production along with our students. In addition to the play, we had many other activities going on to raise extra money to fight violence against women. It was especially fulfilling to watch the men (including our male executive board members) that were involved in these events become so invested in raising funds for the Bolton Refuge House—our local women's shelter that benefited from our efforts and events.

This year, as we prepare for the Tunnel of Oppression we are again amazed by the great ideas and dedication our students have to making this be a program that everyone is touched by. So far (the program is next week) our organization has spent hours creating props, recruiting volunteers and actors, writing scripts, and researching their chosen room topics. Students who are a part of MOSAIC take an enormous amount of pride in their ability to provide a learning and growing experience for their fellow students, which is amazing and wonderful to see and be a part of.

We are so proud that we get to work with such a good hearted group of students!

Sunshine M. McFaul, MOSAIC Advisor

January A. Boten, MOSAIC Advisor



University of Wisconsin-Eau Claire

Housing and Residence Life Office • PO Box 5025 • Eau Claire, WI 54702-5025

November 1, 2005

Dear NCC's and the GLACURH Directorship:

It is with great pride that I write this letter of support for the University of Wisconsin – Eau Claire in their bid for the Commitment to Diversity Award. Housing and Residence Life at UW-Eau Claire has intentionally created a multi-faceted approach to multicultural education in the residence halls. I am proud to report some of the most extensive multicultural education efforts come in the form of student run organizations and student initiated programmatic efforts. In addition to the training our department provides our student leaders, our students take learning and their commitment to diversity to further heights by providing educational opportunities for our entire campus; both students and faculty alike.

I am grateful to have the opportunity to advise two of our student run organizations that further our educational mission and contribute to making our residence hall communities and campus a welcoming environment engaged in learning. Making Our School An Intercultural Community (MOSAIC) has worked to further mutual understanding by giving students opportunities to gain insights into the experiences of others in our community. By offering experience such as the Tunnel of Oppression and the annual production of the Vagina Monologues, MOSAIC engages our campus in the lives of others and provides an opportunity to take pause and give thought to the experience of others. Through other means, such as regularly scheduled diversity topic forums and collaboration with other diversity themed student organizations, MOSAIC strives and succeeds in providing opportunities for students to come together and learn from one another in a safe environment.

I also feel very fortunate to work with our Peer Diversity Educators. This student run organization has worked to develop a wide variety of programs that are presented in residence halls, class rooms, and in the greater Eau Claire community. The Peer Diversity Educators constantly work to further develop themselves and peer educators while providing learning opportunities for the wide variety of individuals who request their services. I truly believe in the power of peer education and our Peer Diversity Educators are fine examples of how our students can further the ideals of social justice and equality for all.

In closing, I would like to reiterate my strong support for MOSAIC in their bid for the Commitment to Diversity bid. Their efforts deserve high praise and recognition.

Sincerely,

Paul Shepherd

Assistant Director of Housing and Residence Life
University of Wisconsin – Eau Claire

Excellence. Our measure, our motto, our goal.



UNIVERSITY of WISCONSIN - EAU CLAIRE

Student Development and Diversity • P.O. Box 4004 Eau Claire, Wisconsin 54702-4004 •
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October 31, 2005

Dear GLACURH Commitment to Diversity Award Selection Committee:

I am pleased to nominate Making Our School An Intercultural Community (MOSAIC), a University of Wisconsin-Eau Claire Housing & Residence Life student diversity organization, for the GLACURH Commitment to Diversity Award. MOSAIC is a small group of very committed students who work tirelessly to promote diversity issues on the UW-Eau Claire Campus.

They sponsor the annual Tunnel of Oppression program. Over 700 students took advantage of the opportunity to experience oppression first hand this fall during the two- night Tunnel of Oppression. Over fifty volunteers are required to develop and staff the diversity rooms for viewing in the "Tunnel." This program is a valuable education tool that many faculty require their students to attend and react to. Each year MOSAIC works to enhance and modify the program to keep it on the cutting edge of diversity education.

MOSAIC coordinates The Vagina Monologues and the V-Day UW-Eau Claire Campaign. This campaign included a benefit concert for Bolton Refuge House featuring four local bands. The campaign also featured a SeeMen Speak open-mic opportunity for men to share poetry, thoughts, music about violence against women. The V-Day campaign concluded with three performances in Schofield Auditorium of The Vagina Monologues. With over fifty cast members, forty ushers, and countless volunteers this event clearly impacted many of our students in a remarkable way. This does not include the over 1500 people who attended the program. The opportunity to give our students a venue for their feminist voice is something MOSAIC should be especially proud of.

Finally, MOSAIC hosts a series of topical discussions on issues that affect our campus. Those discussions have yielded large crowds and have been a welcome addition to the diversity dialogue on our campus. I am pleased with their willingness to address tough issues in such a thoughtful way. These sessions have gone a long way to increasing understanding at UW-Eau Claire.

I would go so far as to say that MOSAIC is an outstanding model for other student organizations hoping to promote understanding of diversity issues. They are a grass-roots movement of students who volunteer countless hours to educate their peers while developing valuable personal leadership skills. I hope you will join me in recognizing their outstanding work to make a difference on our campus.

Sincerely,

Jodi M. Thesing-Ritter
Associate Dean of Student Development