

BUILDING COMMUNITY... AN IMPORTANT LESSON!!

Every community is built by the contributions of its residents. Depending on students' interests, for example, the process of developing one's community may take different shapes. It is sometimes difficult to identify the different groups that make up our community at different times in our lives, especially during college. But the important thing is to invest time and energy in the community as we develop it.

Beyond the individual student group associations that typically make up the base for the Penn State student community, there are a host of other components that make up the community's fabric. Some important components include, for example, collaborative programming, establishing mentoring relationships with faculty and staff, and building inclusive relationships with the local businesses and community leaders. Accounting for all these areas and enlisting them in the process of community development is essential to the success of this process.

College students have the ability to make a community healthy by inspiring unity and acting as catalysts for positive change. In turn, a healthy university community can offer essential information, support, and assistance to help students reach their goals. In the process of building their community, students can find new ways to mobilize and create the awareness and social environment that nurtures healthy lifestyles and encourages them to reach their full potential.

An example of attempting to build a healthy community came in the form of protests this past spring semester, where a community of students worked together to build a community of conscious individuals. In fact, last year's demonstrations also showed that a healthy university community builds on the strengths of its students and its resources.

Every student in the Penn State community is gifted or has the potential to be gifted, and every student in this community should work toward contributing his/her gifts and resources toward the well-being of the *community*. In this newsletter, you will read about various opportunities for building communities at Penn State. The Multicultural Resource Center exists to help build a community where students can "socially adjust," "become critical thinkers," and "academically succeed." I encourage you to call 865-1773 and make an appointment today to meet with your counselor, who we hope becomes part of your community soon.

Marcus Whitehurst, MRC Director

Meet Our COUNSELING

INTERVIEW



Hi, hola, oi, aloha! (Means "Hello" in English, Spanish, Portuguese, and Hawaiian)

It's Lori Wolfe, again! You know, the counseling intern at the Multicultural Resource Center! I am back for another exciting year at the MRC, and hope you are refreshed and ready for the new school year too. This year, I am on a mission to graduate, and if you would like to join me on this mission, simply schedule an appointment to see me. I would be happy to share with you a few tips for success, such as the best ways to utilize and capitalize on your resources.

I am originally from Philadelphia, but have been a resident of Happy Valley for fourteen years. In 1994, I received a bachelor's degree in education and am now pursuing a graduate degree in educational administration. I love teaching and learning, as well as my work at the MRC, our staff, and our students. I look forward to meeting new students and getting reacquainted with the "old heads." Feel free to visit me in 122 Grange Building for answers to your questions or for awe-inspiring conversations.

Good-Bye, adios, thcau, aloha!

P.S. I love learning new words and phrases to add to my communication repertoire! If you know of other ways to communicate "hello" and "good-bye," please send me an e-mail. *Thank you, gracias, abrigado, and mahalo!*

In The Spotlight



BUILDING NEW COMMUNITIES THROUGH VOLUNTEER WORK

With every year, defining my 'community' becomes a more difficult task. I have been part of my home community for years, and during the academic year, I am part of the Penn State community. But it is as a volunteer, however, that I have become a member of many other communities that extend beyond Penn State, communities that have enhanced my college experience.

For two weeks last summer, I became a member of the community of *Esperanza*, a town in the Dominican Republic, where I worked as a volunteer at an orphanage for boys. During the school year, I became a part of the State College community, as a volunteer for The Second Mile. And this summer, as part of an effort to link the communities of Penn State and Ciudad Juárez, Mexico, I was one of twenty-two students and four faculty members to build a house for a family in the neighborhood of *Anapra*, one of the most underdeveloped areas in Juárez.

With each volunteering experience, I was able to build my hosting community into a better place, but only because in each case, I was warmly welcomed into the community. The openness with which I was met touched me, changed the way that I conduct myself at Penn State, and encouraged me to share my community with others. These experiences also kindled an excitement to continue seeking out new communities to make my own.

Through volunteering, I realized that the more connections we create between communities, the more each community can enrich itself and the healthier it will be. My hope is that all students, at some point during their college career, take the time to appreciate and volunteer in the multitude of communities that surround them. Volunteering goes beyond adding to a résumé. It can lead to new friends, new opportunities, and a new community for everyone involved.

Miki A. Poy
Senior, Sociology

NEW CASELOADS!!!!

Multicultural Resource Center (MRC)

122 Grange Building, 865-1773

<http://www.equity.psu.edu/mrc>

Director: Marcus Whitehurst MAW163@psu.edu

Staff Assistant: Lea Ann Bloom LAB6@psu.edu

Students with

<u>Counselors</u>	<u>E-Mail@psu.edu</u>	<u>last names</u>
Lori Wolfe, <i>Counseling Intern</i>	LAW20	(A-B)
Diane Farnsworth	DGF1	(C-F)
Dana Aina	DPA2	(G-L)
Melissa Landrau-Rodríguez	MXL256	(M-R)
Tristana Harvey	TRH10	(S-Z)

Opportunities for Building Community in the Residence Halls



One of a student's main challenges is to become part of a new community. To do so, it is fundamental to develop new relationships and that, in itself, can be a difficult task. Well, welcome to university housing and residence life!

There are several ways in which residence life can help you become part of a community. For example, the earliest relationship you will have the opportunity to develop is that of "roommates." You will sleep, dress, study, and maybe even eat in the same room with your roommate for the next nine months. Thus, it is important to establish a rapport with him or her and to share the task of finding new peers, resources, and community. You can share your high school stories, life experiences, and beliefs with them, as well as establish clear rules of behavior. Establishing a good roommate relationship is not always easy, but the Residence Life staff are there to assist you in making your relationship and living experience a better one. Use these resources!

Another way that you can build community in the dorms is by participating in floor meetings, events, and activities. Floor activities provide you with another opportunity to interact with, and learn from other students, whether they have things in common with you or are different. By attending these activities, you can also find out about issues affecting other students or about useful resources.

Residence Life also offers various "special living options," or special "theme" houses, designed to enhance your academic, educational, and social experiences. Special interest floors assist students in interacting with others with shared interests. You can live on a floor based on your major or values such as the *Women in Science and Engineering House* or the *Martin Luther King, Jr. House*. Social awareness, guest speakers, faculty dinners, and networking opportunities are typical activities for these floors. The residents plan them, which also gives you a voice in the way your community develops.

Whether it is through your relationship with your roommate, floor-mates, special house peers, or other students, living in university housing provides you with great opportunities to develop strong, life-long relationships that will help you in your personal, social, and professional life. Do not let this opportunity to meet people and build community go by!

For more information on Residence Life, special living housing, or any other topic about the residence halls, contact your floor Resident Assistant or visit the Residence Life Web site at <www.sa.psu.edu/rl>.

WHAT'S UP AT THE MRC?

Project Growth Joins the MRC

**Erik Malewski, Coordinator/
Diversity Programs Specialist**

Project Growth has two primary missions: to provide social support and learning opportunities for each other, as well as to educate, advocate, and increase awareness of cultural issues on campus. These missions are clearly interwoven. I have found over the years that Project Growth members come from a broad range of backgrounds along the lines of spirituality, sexuality, gender, class, and racial and ethnic identity. As these students interact and learn about each other's experiences, a transformation in outlook takes place among members. They begin to understand the unique experiences of each social group while also gaining an understanding of the commonalities that exist across marginalized peoples. As this awareness grows, Project Growth members become better equipped to fulfill the second mission, to educate others about cultural issues through educational programs, awareness weeks, and celebrations.

In the past we have sponsored Unity Days, a weeklong series of workshops and discussions culminating in a festival that featured ethnic foods and multiple types of dance including, break dance, African dance, Scottish dance, and disabled and able-bodied ballet dancers. Throughout the academic year we provide programs on prejudice and stereotypes in the residence halls and academic settings. We attempt to have discussions on those "taboo" topics that many people are hesitant to discuss on their own. Our trained facilitators guide our program exercises and the discussions that follow, and often lead students to have new perspectives and increased cultural awareness.

As the adviser and coordinator of Project Growth, I teach the African/African American 497 course that complements the group and provides students with the skills to teach educational programs. I also act as a coordinator and assist with developing programs, assessing our audiences, and logistical concerns. Most of all, I am here for the students. For a more detailed description of Project Growth, please visit our Web site: www.lions.psu.edu/mrc/pg.

**Blends Of Traditional Heritages
(BOTH) invites students who have one
African/African American parent and one
parent of another descent to participate
in this year's activities. For more
information, contact Diane
Farnsworth at 865-1773
or at dgf1@psu.edu.**

**The MRC wishes to thank those
students who participated in the
pictures for the new MRC
brochure. You look awesome!**

TUTORING AT MRC ~ FALL 2001
MRC offers FREE group tutoring for selected
courses. Contact your MRC counselor or the office at
865-1773 for scheduling information.



2001 MRC AWARDS RECEPTION

The annual MRC Senior Awards Reception was held this past April. It was a successful reunion, where talented students, faculty, and staff were praised for their academic and social accomplishments. Marcus A. Whitehurst, MRC director, offered us heartfelt welcome and closing remarks, while senior, Miguel A. Torres, made us laugh and inspired us with his student reflections. *Congratulations to all awardees!*



(L-R) Torres, Williams, Hopson-King, Warner, Huang, Garcia, Sharma, Thatte, Chanthakoumane.

Senior Awards

Leadership Award	Shipra K. Sharma
Academic Scholarship Award	Stefan S. Williams
Volunteer Service Award	Tony W. Huang
Academic Achievement Award	Luis R. Garcia
Inspiring Student Leader Awards	Nandita Thatte Thongpaseuth H. Chanthakoumane

Faculty/Staff Diversity Recognition Awards

Dr. Bernard W. Bell, *Professor, English*
Joyce Hopson-King, *Director, Diversity Enhancement Programs, College of Health & Human Development*
Jamie B. Warner, *Teacher Assistant, Political Science*



10 GREAT CHOICES

(Excerpts from *The Transition*, at www.makingcollegecount.com)

1 **ACADEMIC: Develop a 9 to 5 Mentality. Treat College Like a Full-Time Job.**

Many of you will be (or were) shocked to learn that you spend only about 16 hours per week inside the classroom once you begin college. Suddenly, you have more free time during the day than you ever imagined - or know what to do with. Without some type of plan in place regarding how to manage those extra hours during the day, many find it nearly impossible to handle the intense academic challenges they face in college. However, if you approach college like a full-time job, your job will be much easier. Between the hours of 9 to 5, Monday through Friday, there are 40 hours. This means you will have as much as 24 hours per week ~ every week ~ to study if you simply utilize the time before, between, and after class. This concept isn't rocket science, but it does work!

2 **ACADEMIC: Recognize the Importance of Early Grades.**

Freshman and sophomore year grades are more important than they may seem. First off, they create the base for your longer term GPA. Two years of A's and B's ensure that your GPA will be pretty strong even if your grades fall a bit as a junior and senior. Also keep in mind that the resume you use for interviewing during senior year will include grades only through junior year. And when you apply for an internship or summer job as a junior, your GPA will be based strictly on your first two years.

3 **ACADEMIC: Utilize a Concept We Call Notes-Notes**

Three to four days prior to a big test, pull out your class notes and recopy the most "testable" elements onto a clean sheet of paper. Formulas, lists, equations, key concepts, etc.... all fit into this category. Also, be on the lookout for hints from your professors, such as "may see this again" or "worth remembering." This technique forces you to really study the most difficult material first. [If you don't understand something] you can see your professor prior to the test. In addition, the process of rewriting can help cement the information more firmly in your mind.

4 **ACADEMIC: Power Study - In the Right Place at the Right Time**

If you're going to study, do it right. Find the most remote, quietest place on (or off) campus to study. Don't tell your friends about it. Set a goal for each study session and keep your nose in your books until you achieve it. The idea is to study intensely with no distractions, and then go do something fun. Don't try to mix your social life and studying; it will only add hours to your study time.

5 **EXTRACURRICULAR: Start Early**

The student with the best record of involvement and leadership will stand out as special to a potential employer. Strong extracurricular activities can even make up for less than perfect grades to some extent. Getting involved in activities early is essential. Waiting until junior year to join clubs and organizations means that you'll have little chance to move up to a leadership position.

6 **EXTRACURRICULAR: Make a Personal Impact**

You'll need to get involved in the operation of the organization, provide ideas for improvement and make them happen. Showing that your personal contribution helped the club boost its membership, run more or better events, or raise more money, will prove your potential as a make-it-happen employee.

7 **EXTRACURRICULAR: Join Clubs in Your Field of Interest**

Special interest clubs bring speakers and special programs to campus that will help you understand your future career field. They are also a prime place to make contacts that may be able to help you connect with a potential employer.

8 **WORK EXPERIENCE: Get an Internship**

Internships offer hands-on experience. You supply cheap or free labor for a chance to evaluate the field as a future career. The company you work for provides you an opportunity to learn, while they evaluate you as a potential employee after graduation. In many cases the internship will earn you course credit, a salary, or both. Explore the intern option as soon as possible. Apply early.

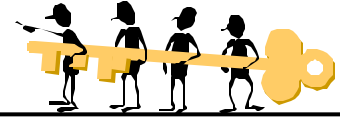
9 **WORK EXPERIENCE: Make the Most of Your Job**

Even the worst job offers opportunities. [They] also provide the chance to be a top performer. [A good] letter or recommendation may help you get a better job the following summer, or an intern position during school. Your future employers understand the shortage of good summer jobs. But they also EXPECT maximum effort from every employee all the time, no matter how [bad] the job

10 **WORK EXPERIENCE: Effectively Manage Your Money**

For many of you, college will be the first time you are responsible for your own money. This includes everything from your student loans to credit cards to checking and savings accounts. While loans and credit cards can serve an important purpose, uncontrolled usage of them can quickly put your financial situation into a precarious position. Remember, everything that is borrowed must be paid back ~ with interest. Therefore, it is very important that you understand all the terms and conditions associated with borrowing.

OPPORTUNITIES



“OUT OF THIS CULTURE... AND INTO ANOTHER”



On February 28, 2001, *International Education Programs and Studies (IEPS)* celebrated its tenth year of its Diversity Grant-in-Aid at an event that featured six returning IEPS participants. The grants, designed to give students the opportunity to study abroad, are offered to students from underrepresented groups, including students with disabilities, and are funded by the Equal Opportunity Planning Committee and the University Office of International Programs.

Students who have benefited from the grant funding include Comeka Anderson (Ghana, fall 1998), Alejandro Builes (Spain, spring 2000), Johanne Georges (Costa Rica, spring 2000), Jennifer Hernández (France, spring 2000), Julio Angel Ortiz (France, 1999-2000), and Lynette Smith (Sydney Olympics, fall 2000). During the event, students spoke for 10-15 minutes about their international experiences and the role of diversity and offered advice to prospective students. IEPS co-hosted the celebration with the Paul Robeson Cultural Center as part of the month-long salute to Black History.

IEPS believes study abroad is a vital opportunity for college students and strives to make it available to as many students as possible. The general goals of the IEPS include the following:

- to prepare students for citizenship in an increasingly interdependent global community
- to provide an international component to the University's curriculum
- to enrich the University's general education program
- to complement those professionally oriented programs where a study abroad experience is especially desirable
- to support the University's cultural diversity initiative
- to promote sensitivity to and appreciation of the world's diverse cultures among those students who will be the leaders of tomorrow

If you want more information on IEPS or the Diversity Grant-in-Aid, visit the IEPS office in 222 Boucke or call 865-7681. You can also visit their Web site at <http://www.international.psu.edu/ieps/>.



Student Organizations as Communities

It is difficult for students to navigate through large universities such as Penn State. It is even more difficult when you are a student of color at a large, predominantly white university. A reason for this difficulty is a lack of community and connections with other people of color. One way to find community is to join a student organization. Membership in a student organization can create a sense of belonging and provide you with support within the larger Penn State community. The organization you choose can be academic, religious, campus-wide, or ethnic, among others. Membership not only enhances your social life, but also makes your university experience happier and healthier.

There are other benefits to joining a student organization, such as developing leadership skills, professionalism, and teamwork. You will also learn strategies that promote participation and individual, as well as group empowerment. As up-and-coming scholars and young professionals, these are invaluable skills to acquire prior to graduation.

The AT&T Center for Service Leadership is one of the campus resources available to those of you who want to sharpen your skills as an effective leader, enhance existing skills, or wish to volunteer in the surrounding community. The programs offered at the Center will empower you both personally and professionally, as well as assist you in becoming a socially conscious leader. Some of the leadership topics include vision and change, exploring race and self-discovery, building a winning team, healthy and responsible leadership, and decision making. Workshops can also be tailored to meet your individual and organizational needs.

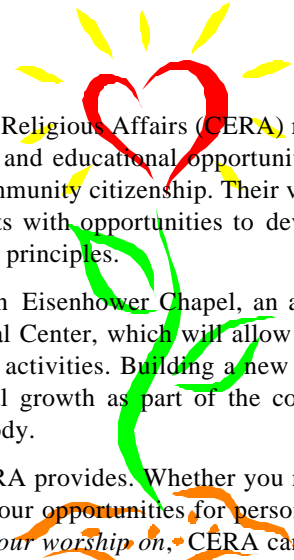
In addition to leadership skills, the AT&T Center offers short-term and long-term volunteer opportunities. If you want a one-time service project, sign up to go “Into the Streets.” If you have a strong commitment to service in the community and would like placement into a service organization, meet with a LionsSHARE coordinator to discuss your interests.

The services provided by the AT&T Center are a bonus for first year students who wish to get involved in the community and student leaders of color who want to reinforce the leadership and vision of their organization. Don't hesitate to take advantage of their services. The Center can help empower your organization and strengthen your community. Remember, membership does have its privileges!

For more information on student organizations, visit www.sa.psu.edu. The AT&T Center for Service Leadership is located in 210 HUB; visit them at www.sa.psu.edu/att.



Finding a Spiritual Community: Center for Ethics and Religious Affairs



Are you looking to “get your worship on?” Then, the Center for Ethics and Religious Affairs (CERA) may be the place for you. The CERA provides leadership and expertise on religion and educational opportunities for students to explore spiritual development, moral education, and responsible community citizenship. Their vision is concurrent with Penn State’s long-standing commitment to providing students with opportunities to develop a personal faith and philosophy of life based on sound moral, ethical, and spiritual principles.

The Center for Ethics and Religious Affairs is located in the Helen Eakin Eisenhower Chapel, an all-faith facility, and will soon expand to add the Frank and Sylvia Pasquerilla Spiritual Center, which will allow for the development and presentation of a greater variety of spiritual and educational activities. Building a new facility also demonstrates the strong commitment of the University towards spiritual growth as part of the complete education of its students, and the spiritual and cultural diversity of its student body.

So, take advantage of all the programs, services, and opportunities the CERA provides. Whether you need to identify available resources for the free exercise of your religion, stimulate your opportunities for personal and purposeful examination of values and commitments, or you just want to *get your worship on*, CERA can assist you. For information about worship on campus, religious and spiritual organizations, programs, Chapel weddings, religious holidays, and local churches, call CERA at 865-6548 or visit them at www.sa.psu.edu/cera/

This newsletter is available in alternative media on request.

The Multicultural Resource Center is a unit of the Office of the Vice Provost for Educational Equity. The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination and harassment against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. Discrimination or harassment against faculty, staff, or students will not be tolerated at The Pennsylvania State University. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Director, The Pennsylvania State University, 201 Willard Building, University Park PA 16802-2801; tel. (814) 865-4700/V; (814) 863-1150/TTY. U.Ed. OVP 02-10



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