A Journey of Intercultural Awareness - Who Am I - Who Are You - Who Are We

In today's global society, there is an increased emphasis on generating college graduates who are "interculturally competent citizens who can engage in informed, ethical decision making when confronted with problems that involve a diversity of perspectives" (King & Baxter Magolda, 2005, p. 571). Subsequently, colleges have had to examine exactly how they can promote this type of intercultural competence during the college experience, helping all students develop skills in diversity, inclusion and equity.

Halualani (2008) found that simply working toward diversifying the student body does not adequately promote this type of intercultural understanding. Therefore, structuring the college experience in a way that promotes this type of skill requires a multifaceted approach. It must address intrapersonal, interpersonal and cognitive levels of maturity development. It must also draw a clear connection between the learning of intercultural competencies and engaging social change in individuals, groups and society (Astin, 1996).

In order to fully address the need to promote intercultural competence among the student body, EIS is organizationally structured as an intercultural model. With this model, EIS continues to support students of specific cultural and identity groups, while promoting initiatives designed to achieve effective inter and intracultural consciousness among all students. Additional information about these initiatives can be found on the EIS website.

EIS services and programs assist LMU graduates to transition into the workplace as culturally competent, global citizens who engage in creative problem solving by integrating differing perspectives with compassion and confidence.

References:


Informed by the complex interplay between the cultural and structural, the personal and social, and the individual and institutional, EIS approaches its work recognizing that diversity, social change and equity must be addressed at multiple, interconnected levels. Modeled in the pairing of a collaborative staff structure and each member's programmatic specialization, internal and external partnerships shape how the EIS works with the University community toward a truly diverse and engaged campus environment.

The approach to these partnerships focus on these three areas:

- **Intra-Community:** Intra-community work focuses on constituency-based support and education, particularly for historically and socially marginalized and underserved communities. Programming and resources can include exploring the intersections of multiple identities within a community, learning about the history of social oppression and how it affects a community, and celebrating the experiences and heritage of group.

- **Inter-Community:** Inter-community work focuses on cross-cultural dialogue and building bridges with others across communities. Programming and resources that fall within this area encourages community education and collaboration among different communities and supports the forming of allies groups.

- **University Citizenship:** Building upon both the intra-community and inter-community, University Citizenship speaks to the work to change individual, cultural, and institutional actions and policies that may discriminate or marginalize any group. An integral part of this area is strategically engaging, working, and collaborating with many areas of the University community, including faculty and alumni. Programming and resources may include diversity education and training across campus as well as advocacy on the institutional level.