EXECUTIVE SUMMARY: STUDENT LIFE CHANGE TEAM 
ANNUAL REPORT July 2016

Members: Logan Athmann, Carolyn Anderson, Jean Baribeau-Thoennes, Sherrill Brodin Yeaton, Ben Endres, Monte Gomke, Ana Hammerschmidt, Elvin Jones, Thelmy Maldonado, Lesa Radtke, Deisha Rodriguez, Jeffery Romano, Alissa Stainbrook, Erin Zoellick

HIGHLIGHTS

Team Development:
This year the team focused partially on personal development. Recognizing that the team was made up of many new members, we felt it necessary to first grow as team, learn a common language, and better understand where we all are developmentally in regards to cultural competencies. To do this, the team brought in Akiko Maeker from “The Interculturalist” to do a 3 hours training on intercultural leadership, the Intercultural Development Inventory (IDI), and cultural competencies. This training helped put the team in a place to be more successful stewards of our charge to create a more inclusive environment within UMD Student Life.

Promotions and Resources Sub-Committee:
One major goal of the SLCT this year was to increase visibility throughout the department. This included providing Joie Acheson Lee with content for the digital display purchased with the Campus Climate Initiative Grant to display images and content of events, projects, and work going on within student life to promote diversity and inclusivity. This group also, worked with the divisty resources team to help promote more visibility of campus events, grants, and other resources.

In the past the SLCT has offered consultations to different areas within student life. This year, however, the team decided that it would not be within their level of expertise to provide consults to different student life departments. In accordance, offering consultations has been removed from our objectives in our strategic plan for next year. In lieu of this, the team decided to begin creating a resource list designed for student life. This resource list would provide a list of available grants, consultants, events, literature, etc. to help different areas improve their staff and create more inclusive environments.

Diverse Student Workers Sub-Committee:
Under the direction of Vice Chancellor Erwin, the SLCT has been working to get a better understanding of the diversity of student workers within Student Life. This project will look at statistics, hiring practices, and area environments to see what practices allow for better recruitment and retention of Students of Color.

Students of Color Focus Groups Sub-Committee:
This project started as a means to better understand the experience of Students of Color as they interact with different areas in student life. After researching what projects of this type already exist as well as our own ability to facilitate focus groups, this project was postponed.
# REVIEW OF 2015-2016 STRATEGIC PLAN

*University of Minnesota Duluth*
*Division of Student Life*
*Student Life Change Team*
*2015-2016 Strategic Plan*

## I. Vision:
To create a Division that champions a socially just, equitable, and inclusive campus.

## II. Values:
Shared with Division of Student Life

- **Student Centered** – We place students at the heart of all we do.
- **Excellence/High Quality Service** – We provide high quality service and programs developed with creativity, innovation and a commitment to continuous improvement.
- **Inclusiveness** – We respect and celebrate the diversity of individuals, perspectives, and ideas while promoting social justice.
- **Learning** – We engage students in opportunities that promote and support their growth, development and well-being.
- **Collaboration** – We foster partnerships and build community.
- **Sustainability** – We contribute toward a sustainable future and model sustainable practices.

## III. Mission:
To provide leadership within the Division of Student Life to further social justice, equity and respect for diversity in all its forms.

## IV. Goals
*Student Life Change Team goals mapped to the UMD and Student Life strategic plans*

<table>
<thead>
<tr>
<th>Student Life Change Team Goal</th>
<th>Mapping to University Goals</th>
<th>Mapping to Student Life Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide communication with the Division on equity, diversity, and social justice issues, efforts accomplishments.</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>Provide consultation with Student Life departments or individual staff on topics of equity, diversity, and social justice issues and efforts.</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>Continuously improve and grow, developing empathy and inclusiveness in our personal and professional lives.</td>
<td>1, 2, 3, 6</td>
<td>4.3</td>
</tr>
<tr>
<td>Foster development of Student Life staff through team development and growth.</td>
<td>6</td>
<td>6.3</td>
</tr>
</tbody>
</table>

## V. Objectives/Outcomes
- At each SLCT meeting members will share relevant work being done in their units. This information will be shared at the Campus Change Team meetings, as well as brought back to units to report during staff meetings.
• Develop an email or flyer to share with Student Life units offering consultation for departments or individuals, and providing details about the opportunity.
• Offer all SLCT members the opportunity to take or re-take the Intercultural Development Inventory (IDI) and have it reviewed at a Fall 2015 SLCT meeting by a facilitator.
• Communicate needs or opportunities for improvement among Student Life units in relation to SLCT work.
• Announce/promote events, educational opportunities, trainings.
• Additional objectives to be determined by the team.

VI. **Assessment Plan**

• Recommendations will be submitted to Vice Chancellor Erwin.
• The team will track the number of events, educational opportunities, and trainings available to staff members in the division.
• Consultations with departments will be tracked and recommendations made.
TEAM PROJECTS AND OUTCOMES

Team Development

Full Team

Description of Project:
Recognizing the need for more personal and team development, the Student Life Change Team invited a consultant to provide training on intercultural leadership and cultural competency. This training helped the team become closer, develop a common language, and develop individually in each person’s own cultural awareness. The following is the final report of this consultation justifying the use of grant funds to pay for this powerful training.

Consultation Final Report:
The following is a final report on the funding received by the Student Life Change Team (SLCT) in December 2015 and additional funding received in February 2016. Akiko Maeker from Interculturalist LLC visited UMD to meet with the SLCT on January 29, 2016 to guide the team through activities and discussions to reflect individually and collectively on results of the Intercultural Development Inventory (IDI). Akiko assisted the team in connecting results to the work done on the team and on behalf of Student Life units and UMD.

Several weeks passed before team members were able to connect with an IDI administrator for a one-on-one feedback session. Some team members took the IDI for the first time for this group exercise, while others took it for the second time following their initial results from participating in the Intercultural Leadership Development opportunities offered over the past several years. The feedback sessions for those who had taken it a second time were partially delayed because the timing coincided with Paula Pedersen conducting feedback sessions for her ongoing research related to post-ILD growth of participants.

As anticipated, one of the most valuable and meaningful outcomes of Akiko’s visit was the personal development of our student participants. Because they had never taken the IDI or had in-depth conversations about how this work related to Goal 2 impacts our collective professional/paid work in Student Life, it was motivating to hear the student feedback on how beneficial they found it to be. Additionally, staff members on the SLCT enjoyed revisiting this work as a group, even those who have participated extensively in Goal 2-related development opportunities. They found it valuable to discuss topics in the context of SLCT, and to have an external facilitator to engage the team. All team members became more aware of, or were reminded of, resources available to them in order to continue intercultural development. The group spoke about practicing using an intercultural and inclusive language, as well as acknowledging and identifying factors that make up one’s identity. These included non-visible factors such as religion and sexual orientation. Frequently it is heard in post-ILD groups from UMD that one of the most challenging parts of continuing this work is knowing how to incorporate it and practice it into our daily lives. An outcome of the consultation was continuing to develop these skills as a group. Team members shared stories or examples of how opportunities to use inclusive knowledge and skills have arisen in work life and personal life. These examples, coupled with Akiko’s
ability to process them with the group and challenge further thinking and reflection, were beneficial to the group. Another outcome of Akiko’s consultation was continued growth as a team, especially in terms of developing personal relationships rather than only maintaining professional relationships. This was one of many activities that brought SLCT together as a group of vulnerable and open *individuals*. We spent the 2015-16 year focusing on personal relationships within the team, as nearly full turnover occurred as new team members transitioned in. This allowed us to continue hearing personal stories and supporting each other as we strive to be better and do better in our work and our lives.

Team members found Akiko’s visit helpful, although there was quite a spectrum of development within the team. Some advanced members who have participated in many similar sessions found it rudimentary, while others – particularly our student members – found it to be extremely helpful and insightful. In hindsight, co-chair Ben Endres and myself would have planned more intentionally for this and designed Akiko’s visit with consideration of this factor. If able to change anything else, we would also have been more intentional about anticipating outcomes and asking participants what they want to gain from the group activities and from their personal feedback sessions. Also, we would have developed a brief questionnaire for each SLCT member to complete, in order to provide uniform questions and answers on certain aspects of this project. Finally, although it may have been unavoidable, we would have strived to time Akiko’s consultation more closely with the availability of administrators to provide feedback sessions. It seemed some value was diminished because so much time passed between Akiko’s visit and the feedback sessions.

Summary of Use of Funds

<table>
<thead>
<tr>
<th>Description</th>
<th>Rate</th>
<th>Number</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDI access and analysis</td>
<td>$25</td>
<td>14</td>
<td>$350</td>
</tr>
<tr>
<td>Breakfast (UMD catered)</td>
<td>$8.50</td>
<td>15</td>
<td>$141.50</td>
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<tr>
<td>Supplies and printing</td>
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<tr>
<td>Akiko Maeker fee</td>
<td>Paid by Student Life</td>
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<td></td>
</tr>
<tr>
<td>Akiko Maeker fee</td>
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<td></td>
<td>$300</td>
</tr>
<tr>
<td>Joie Acheson Lee individual consultation fee</td>
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<tr>
<td>Total</td>
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<td>$2500</td>
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Promotions and Resources

Sub-Committee Team Members:
Jean Baribeau-Thoennes, Ben Endres, Lesa Radtke, Alissa Stainbrook, Sherrill Yeaton

Description of Project:
It was noted by the Sub-Committee that there appeared to be a lack of one central place, or Resource List, for Student Life staff to seek out professional development opportunities related to diversity and inclusion. This can include, but is not limited to, campus events, grants, workshops, outside consultations, and more. The audience would be Student Life departments and it is proposed that the list be distributed once per semester, and updated on an ongoing basis at a minimum of once per month; it is recommended that the list be available somewhere on the website (possibly linked from multiple places) in Google format for ease of updating at any time. Drupal is another option that was explored by the team.

Promotions:
Originally its own sub-committee stemming from the implementation of the television screen in Kirby (a past project of the Student Life Change Team, and a request from Joie Acheson Lee for content and input), the promotions team noticed a similar need for a more cohesive list of diversity events on campus was also noted as a motivator for this project. Students are a primary audience, in addition to staff/faculty, of the Promotions work. Visiting community members can also benefit from this more visible representation of diversity at UMD. The Promotions Sub-Committee worked with a student to create a monthly calendar representing the diversity, inclusivity, and equity events.

History:
In previous years the Student Life Change Team had offered consultations on diversity and inclusion related topics. In an attempt to provide a broader, more comprehensive list of options, the Resource List was developed. Promotions also built upon past Student Life Change Team projects.

Additional Resources:
A paper calendar was also developed as a result of Student Life Change Team Sub-Committee work surrounding Promotions, however, the electronic Resource List was proposed as a sustainable resource that would be accessible at any time. The calendar is featured underneath the Diversity TV on the Porch in Kirby Student Center with the idea that students could take a picture and refer to it throughout the month. The committee has considered developing an editorial calendar to project awareness months and how we can promote related activities taking place on campus.

Marketing Plan:
The committee could create a marketing plan to ensure active promotion of the Resource List if implemented. Collaborating with other campus marketing efforts is also an option. Paula Pedersen, Faculty Fellow for Intercultural Initiatives, confirmed the need for a centralized list. Partnering with other Change Teams could also be an option.

With the creation of a website, Google Analytics could be used as a tool to gather valuable information on website utilization.

Steps:
If the Resource List is recommended for implementation, reviewing the List for thoroughness, including consulting with others throughout the campus (Paula Pederson, Office of Diversity and Inclusion, Joie Acheson Lee, and others) would also be recommended.
Potential Ideas for Diversity and Inclusion Resource List:

Grants
- UMD Equity Education and Diversity Programming - Fund Request Application: For Staff
  [http://www.d.umn.edu/umdoeo/diversity_grant.html](http://www.d.umn.edu/umdoeo/diversity_grant.html)

Events
- Royal D. Alworth, Jr. Institute for International Studies - free lectures, events, and resources annually
- Office of Diversity and Inclusion Calendar and Events
  [http://www.d.umn.edu/mlrc/oed/events/](http://www.d.umn.edu/mlrc/oed/events/)
- All Black Zine - showcasing work of artists of color
  [https://allblackzine.com/](https://allblackzine.com/)

(All of these events are open to everyone)

Workshops
- Workshops are free or low cost offerings.
- Equity and Diversity Certificate (OED)
  [https://diversity.umn.edu/equitydiversycertificate](https://diversity.umn.edu/equitydiversycertificate)
- Summit on Equity, Diversity, and Multiculturalism - held annually in February
- Intercultural Leadership Development (ILD) Cohorts
- Royal D. Alworth, Jr. Institute for International Studies
- Office of Diversity and Inclusion Calendar and Events
  [http://www.d.umn.edu/mlrc/oed/events/](http://www.d.umn.edu/mlrc/oed/events/)

Consultations
These can be resources outside of UMD, typically a cost would be associated.

Resources
Additional resources could be included (books, articles, websites, etc.)

Recommendations:
The timeline proposed by the sub-committee would be to present to the Student Life Change Team including
Vice-Chancellor Erwin in May-Summer 2016 requesting that the project be relayed to the Directors and the
Leadership Team. Work could take place during Fall 2016 to be rolled out in Spring 2017 or later, as decided
upon by campus leadership.

Implementation would involve reviewing the list, deciding upon how, who, and when the list would be monitored,
where to house the list (website), and who would provide information to Student Life departments that the list is
available and when this information would be distributed.

It is also recommended that contact information be added to the list regarding who to contact if users of the list
discover resources they feel should be included but have been omitted; suggestions could be emailed to one
central contact and the sub-committee would review requests for suitably. Follow up contact with the requester
would also occur as deemed appropriate.
Diversity in our student employment

Sub-Committee Members:
Carolyn Anderson, Logan Athmann, Ana Hammerschmidt, Jeff Romano

Description of Project:
Our group was charged with identifying ways to increase the diversity in our student employees in Student Life Departments and provide guidance to the question of how do we create an inclusive environment that supports student hiring and retention?

Action steps that were taken in FY16:
Identified the current mix of diversity for student employees in Student Life units. Paula Rossi provided a spreadsheet with statistics on identified diversity in our student employees from the current year.

We reached out to student supervisors and hiring authorities in Student Life to gather the following information.

- Forms that are being used for interviewing/evaluating student during the selection process.
- Interview questions
- Hiring criteria
- Recruitment efforts
- Things being done in their area to create a more inclusive environment
- Staff training efforts around Goal #2

Action plan for FY17:

- Complete our data gathering in the summer of 2016
- Review the data we received on the items listed above
- Identify recommendations for hiring authorities and student supervisors during Fall semester
- Gather input from hiring authorities on our recommendations and how to implement
- Develop an implementation plan by end of Fall Semester
- After our recommendations are communicated and implemented, measure the number of diverse students in the Fall 2017. Use 2015/16 data as a baseline for our assessment of success.