**Welcoming Campus Report 3**

**Intergroup Dialogue – May Project Status Update (February to May)**

## Project Title: Pathways to Community Inclusivity through Dialogue

**Contact Information**

*Carolyn Gentle-Genitty, PhD (Project Lead)*

535 West Michigan Street, IT500, Indianapolis, IN 46202, 317-274-3960, cgentleg@iu.edu

Daniel Griffith, **Conflict Resolution and Dialogue Programs, Division of Diversity, Equity, and Inclusion** (Co-lead)

Corinne Renguette, Assistant Professor and Director, **Technical Communication, School of Engineering and Technology** (Co-lead)

Kim White-Mills, Associate Professor, **Communication Studies, School of Liberal Arts** (Co-lead)

Tamra Wright, Director, Diversity, Equity, & Inclusion, **School of Public and Environmental Affairs** (Co-lead)

**Brief Summary of** [**Activities**](http://www.engr.iupui.edu/sites/intergroup-dialogue/) **Undertaken**

The Pathways to Community Inclusivity through Dialogue team identified 50 activities for completion during the grant period 2017-2018. Below is an update on activities through May 1, 2018. Each activity aligned with one of four outcomes: 1) Increase engagement, 2) increase clarity of how structures impact communications, 3) increase clarity and elimination of communication boundaries, and 4) create better informed campus units by collaborating to inform their diversity plan. We have made exemplary progress in fostering an inclusive community and achieving monumental success.

Outcome 1: Increase campus engagement with sustained dialogues, which promote an inclusive campus and foster cultural diversity and social justice.

[Deliverables](http://www.engr.iupui.edu/sites/intergroup-dialogue/page-1.php): IMPACT TO DATE

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities** | **People** | **Days** | **Hours of training** |
| 10 | 313 | 84+ | >675 |

1. Conflict Management and Dialogue Skills and Training: LGBTQ+ Center Student Ambassadors, fall, 2017. Participants: **7**.
2. Dialogue on Religion, Tradition, and Spirituality – or Not. Seven half-days from October 2 to November 16. Co-Facilitators: Dan Griffith, Jenny Conner-Zachocki (Education, IUPUC), Jeremy Price (Education, IUPUI). Participants (including facilitators): **16**.
3. Interactive Communication Discussion with Multicultural Peer Educators. October 11th - 34 students and October 12 - 21 students. Total participants: **55**.
4. Dialogue on Social Economic Status. One full day and five half-days from October 17 to November 3. Co-facilitators: Dan Griffith and Jacqueline Bell. This dialogue session also supports the WCI: Reducing Social Class Barriers to Career Development Success. Participants (including facilitators): **13**.
5. Tunnel of Oppression: Post-experience dialogue for Themed Learning Community “The Science of You and Me” (Psy B 203 Ethics and Diversity in Psychology). November 8, 2017. Participants: **60**
6. Critical Conversation on Religion: post-dialogue reflections from dialogue on Religion, Tradition, and Spirituality – or Not. December 6, 2017. Participants: **25**.
7. 2 (November & December) Painting with Vulnerability and Discussions on Communication boundaries among majority and minority groups. Participants: **50**
8. Communication Week Session – Using Intergroup Dialogue to be a Superhero in your Community. September 11, 2017: Introductory ice-breaker exercise with Intergroup Dialogue professors. **25** students
9. Student Intergroup Dialogue, Diversity Issues in Health and Rehabilitation Services (SHRS W365, Spring, 2018 – two sections): Students will experience the Intergroup Dialogue (IGD) process by incorporation of IGD practices and principles into the curriculum for the course. Total participants: **62** Length: 16 weeks

Outcome 2: Increase clarity of how systems and structures impact cross-cultural awareness and communication across campus.

[Deliverables](http://www.engr.iupui.edu/sites/intergroup-dialogue/page-2.php): IMPACT TO DATE

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| --- | --- | --- | --- |
| **Activities** | **People** | **Days** | **Hours of training** |
| 8 | 170+ | 30+ | >300 hours |

1. ​Continued development of website (managing content, posting current event info, adding certificate info, etc.) for dissemination. Drafted poster and certificate advising checklist.
2. Utilizing three undergraduate students to aid in site development, copying consent forms, handouts, etc.
3. Developing and submitting chapter Teaching Appreciation for Differences via IGD
4. Building relationships with IUPUI Office of Diversity Equity and Inclusion to aid in providing expert help to units in crafting diversity plans. Units: **18**
5. Development and approval of Certificate in Intergroup Dialogue - 12 credits, 4 units: To date, **2** students have applied and been accepted into the Certificate program and 7 additional are planning to apply for fall.
6. Privilege Walk – The Communication Network Student Organization co-sponsored the 2-hour activity in February 2018. **40** students walked to spread awareness of oppression and were introduced to IGD principles.
7. SPEA Blog Post – MLK’s Assassination: Calming a City Amid Chaos. Blog post highlighted the importance of dialogue during a time of chaos and activities on IUPUI’s campus surrounding 50th anniversary of Dr. Martin Luther King, Jr.’s assassination. Included IGD website links for the certificate.
8. Began planning the IGD showcase for September 18, 2018, 2-3 hours. Estimate **20**-100 attendees.
9. Began work on reviving and expanding the IGD Community of Practice for faculty, including training and development.

Outcome 3: Through dialogues increase clarity of and elimination of communication boundaries for major and minority groups so they can talk and listen to each other in an open environment before drawing conclusions.

[Deliverables](http://www.engr.iupui.edu/sites/intergroup-dialogue/page-3.php): IMPACT TO DATE

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| --- | --- | --- | --- |
| **Activities** | **People** | **Days** | **Hours**  |
| 18 | 186 | 20+ | >175 |

1. Assessment of Teaching and Learning the IGD Model through pre-posttest evaluations ([Assessment identified](https://www.surveymonkey.com/r/FHXFFRB)) – Data collected from Comm-C 382: **10** students completed both pre and posttests. Data collected from SHRS-W 365: **68** completed pretests, **49** completed posttests. Analysis in progress, but preliminary results show self-reported improvement in the areas of empathy, awareness, relationships, and motivation for both courses.
2. ['Say what?': Improving listening skills for a welcoming campus climate.](http://www.engr.iupui.edu/sites/intergroup-dialogue/staffcouncilmeeting092717.JPG)This workshop introduced participants to the principles of the Intergroup Dialogue model and explained the Welcoming Campus Initiative. Participants were able to practice their listening skills and reflect on how culture plays a role in improving a welcoming campus climate. Engineering & Technology Staff Council September 27, 2017. Participants: **19**
3. 7 Intercultural Technical Communication activities conducted fall semester (September through December 2017 – Participants: 11 (21 hours)
4. Comm-C 282 course – Experiencing IGD on Social Identity – **20** students, August through December, 2017
5. Comm-C 382 course – Dialogue Facilitator Training, **15** students, 1/9/18 – 5/6/18
6. Inclusive Teaching Workshop – Faculty development opportunity in the Department of Technology Leadership and Communication, November 2, 2017, 1:30, **7** participants, assessment in writing – open-ended questions
7. “Who is left behind?” December 7, 2017, **25** students, Public Affairs TLC activity 1:15
8. IGD Resources for SPEA Innovation Board Fellowship Students, January 25, 2018, **4** students, 2 hours
9. Workshop: “Talking about race, religion, and politics on campus” September 2017, **75** participants, College and University Professional Association for HR Annual Conference, San Diego, CA. Exposure for IUPUI’s IGD initiative and WCI.
10. IGD Training for Playworks staff – 3 training sessions **10** people, March 16, 28, and 30, 2018. Introductory IGD training.

Outcome 4: Create opportunities for better-informed campus units on issues of social justice and identity so they can develop more effective diversity plans and move toward collective action for change.

[Deliverables](http://www.engr.iupui.edu/sites/intergroup-dialogue/page-4.php): IMPACT TO DATE

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| **Activities** | **People/Unit** | **Days** | **Hours** |
| 7 | 7 units >150 people | 30+ | >220 |

1. Working in partnership with Diversity, Equity, and Inclusion to develop and post 50 education and informational posters around the IUPUI campus, including development of IGD Unit Engagement Model
2. Support faculty efforts to implement IGD with development of IGD Hot Topic Faculty Guide to help faculty respond to hot topics during dialogues.
3. Participated in planning processes with potential WCF grant applicants
4. Worked directly with the Registrar and Purdue to move the Certificate Process along
5. Met with all four schools and advisors to establish processes for students to apply for the certificate
6. Created a IGD Certificate [Brochure](https://igd.iupui.edu/igd_certificate/IGD%20Certificate%20Brochure9.pdf)
7. Worked with SPEA to develop Diversity Unit Plan, September 28, 2017, ongoing
8. Worked with School of Engineering and Technology task forces to revise the diversity component of the School’s Strategic Plan and inform diversity planning process November 2017 through February 2018

**Early Outcomes/Lessons Learned:** In sum, we have engaged in 43 activities with over 800 people across campus and over 1370 hours of direct engagement to foster opportunities for dialogue engagement and inclusivity activities since August 2017. We have engaged in an early launch of the [Certificate](https://igd.iupui.edu/igd_certificate/index.html) to establish application, processes with registrar, and financial aid, and we met with all four school units to move advising processes along. We completed the offering of the certificate through both Purdue and IU and have two students accepted with 7 interested to-date. We also are collaborators with one group working to continue the momentum by submitting a new proposal.

**Brief description of remaining tasks:** We have begun to plan the showcase, we have to continue the data analysis from our assessments, and we have 7 activities to complete to meet our 50 activity goal and be ready to showcase our work for the 50th anniversary. Activities may exceed the original 50 and include documentation for the certificate, Identity Bingo, How to be an Ally workshop, collaborations with Social Justice Scholars and the multicultural center, continuing diversity plan support, continuing data analysis for assessment, continuing website updates and creation of dissemination materials, IGD training and evaluation for student ambassadors, an IGD Bridge activity, and creating and uploading materials to a Canvas Commons site.

**Challenges:** Continuing to find the time to craft, implement, assess, and establish engagement opportunities for sustainability has been difficult with our current roles. We are recognizing these types of service activities are not always welcomed or peer evaluated and acknowledge and we continue to persist and make exceptional progress.