

Welcoming Campus  
INNOVATOR



2018

# Pathways to Community Inclusivity through Dialogue Welcoming Campus Initiative Final Report



Intergroup Dialogue Community of Practice

IUPUI

8/1/2018

# Executive Summary

The university holds a unique position to train and educate its student body and constituents while also positioning them for the society in which they will continue to live and interact. Conflict and differing viewpoints are prevalent in social experiences. Students, faculty and staff have limited skills to create space for dialogue, respond to difference, and ensure empathy and respect prevails. Of the almost 30,000 IUPUI students, the welcoming campus initiative titled: *Pathways to Community Inclusivity through Dialogue* has been instrumental in responding to this challenge as a campus. The IGD Community of Practice has strategically begun the work to create space, increase skills, and ensure that empathy and respect prevail in fostering a welcoming IUPUI campus.

Since the September 2017 launch of the IGD undergraduate certificate ([see brochure](#)), students are able to get academic credit for learning transferable skills in intercultural communication, conflict resolution, civil discourse, and leadership. The Certificate in Intergroup Dialogue (IGD) is the first undergraduate interdisciplinary certificate, serving IUPUI's strategic plan initiative to promote an inclusive campus culture. It is housed in 4 IUPUI schools: IU School of Liberal Arts, IU School of Public and Environmental Affairs, IU School of Social Work, and Purdue School of Engineering and Technology. These added skills set IUPUI students apart from other graduates because the skills are sought after by employers, valued by campus leaders, and appreciated by students and faculty alike in how students interact with their peer groups.

We are poised for sustainable success with 30K students who can explore the certificate and eight who are already preparing to finish the certificate. Success for these students comes not only through their training and exposure, but through the opportunity to earn a valuable academic credential for the workforce. Success for the schools comes from this interdisciplinary collaboration that allows funds to be generated in each unit. Another success is that we have been able to engage over 1250 people directly through our training and events held in the WCI period. Through over 1575 hours invested in the initiative by its five collaborators in over 60 activities, we can successfully report the initiative has been a success. Our signage project to have education move from pages and trainings to a part of our community also serves to solidify the continued impact on presenting IUPUI as a welcoming campus. We have much more to do, and the work will continue long after the funds have been exhausted.

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# Pathways to Community Inclusivity Through Dialogue

## Welcoming Campus Initiative Final Report

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### Brief Summary of Activities

The Pathways to Community Inclusivity through Dialogue team identified 50 activities for completion during the grant period 2017-2018. Each activity aligned with at least one of our 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 plans. Activities for each of those four outcomes are listed below. We have made exemplary progress in fostering an inclusive campus community and achieving monumental success as defined by completing at least 50 [activities](#) with more to come.

### Outcomes or Lessons Learned

In summary, we have engaged in over 60 activities impacting more than 1250 people across campus and over 1575 hours of direct engagement to foster opportunities for dialogue and inclusivity activities since August 2017, with more activities to come. We launched the 12-credit hour [Intergroup Dialogue Certificate](#), getting it approved through both Purdue and IU schools, worked with the registrar's office and each of the four schools to establish processes and documentation for [application](#), financial aid, [advising](#), and graduation, and the first eight applicants are nearing completion.

We learned that it is difficult to measure the true impact of this work as we cannot see everyone it impacts. It is also difficult to count some of the activities that will occur repeatedly or that spawn additional activities and events, so our numbers may underestimate the impact. We have high hopes that our work is sustainable because the IGD certificate, the IGD courses, the IGD Community of Practice, our cross-campus unit engagement work, the publications and presentations disseminated, the Canvas Commons site, the ongoing Playworks community training, and the impacts of the IGD-related activities this year are likely to last well beyond our team.

### Remaining Tasks/Activities and Challenges

We have exceeded the initially planned 50 activities with several still scheduled, including Identity Bingo, the 'How to be an Ally' workshop, multiple collaborations with the Social Justice Scholars and the Multicultural Center, IGD training and evaluation for student ambassadors, an IGD Summer Bridge activity, more updates to the website, the completion of a Canvas

Commons site with resources, and the continuing diversity plan support. We are still waiting for final approval on where (50 locations) to place the 4 different educational and informational posters, and we still have some data to analyze and disseminate. In addition, we have ongoing courses to continue planning, developing, and implementing. We continue to plan recruitment activities for the IGD Certificate as well. Several people from our team are collaborators with another group working to continue the momentum with the next round of WCI funding. We are planning our final activity, the “Inclusion through Dialogue Showcase” in honor of the IUPUI 50<sup>th</sup> Anniversary, for September 18, 2018.

Challenges include finding enough faculty who are interested in joining the IGD community of practice, teaching all of the IGD classes, and continuing the work we started. Another challenge is incorporating this work into all of our current roles. We acknowledge that these types of service activities are not always peer evaluated or valued by all. We continue to persist and make exceptional progress toward changing the culture, and we are confident that as the Community of Practice develops an ongoing presence, our team will continue to grow.

## Additional Information

Below is the list of the 60+ completed (or almost completed) activities organized by our previously stated outcomes:

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

### Impact and Activities

Activities	People	Days	Hours of training
15	330+	84+	>725

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 fall 2017. 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 Activities: Painting with Vulnerability and Discussions on Communication boundaries among majority and minority groups. Participants: **50** (November & December, 2017)
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: **68** Length: 16 weeks
10. Several upcoming workshops/activities including: Identity Bingo, the ‘How to be an Ally’ workshop, several collaborations with the Social Justice Scholars and the Multicultural Center, IGD training and evaluation for student ambassadors...est min.

- C282, Fall 2018 – Experiencing Intergroup Dialogue on Social Identity: Themed Learning Community – Communication and Service as a Future Healthcare Professional. **30**

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

### Impact and Activities

Activities	People	Days	Hours of training
15	420+	45+	>300 hours

- Continued development of website (managing content, posting current event info, adding certificate info, etc.) for dissemination, updates, etc. Est 20 min.
- Continued development of IGD Certificate recruitment materials and plan including a [Brochure](#) Est. 50 min.
- Worked directly with the Registrar and Purdue to move the Certificate Process along: 7 min.
- Met with all four schools and advisors to establish processes for students to apply for the certificate and graduate: 15
- Began documentation processes for all IGD certificate processes & procedures, requirements, etc.
- Utilizing 3 undergraduate students to aid in site development, copying consent forms, handouts, etc.
- Developing and submitting chapter *Teaching Appreciation for Differences* – published. Est. 25 people min.
- Building relationships with IUPUI Office of Diversity Equity and Inclusion to aid in providing expert help to units in crafting diversity plans. Units: **18**
- Development and approval of Certificate in Intergroup Dialogue - 12 credits, offered by 4 units: To date, **7** students have applied and been accepted into the Certificate program.
- Privilege Walk – The Communication Network Student Organization co-sponsored the 2-hour activity in February 2018. **8** students and 3 faculty participated in a session on ‘unearned privilege’ and were introduced to IGD principles.
- 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 50<sup>th</sup> anniversary of Dr. Martin Luther King, Jr.’s assassination. Included IGD website links for the certificate. Est. 25 people min.
- IGD Summer Bridge dissemination of information: est. 20
- Began planning the IGD showcase for September 18, 2018, 2-3 hours for event. Estimate 100 attendees.
- Reviving and expanding the IGD Community of Practice for faculty, including training and development opportunities. Est. 20 people min.
- Developing multiple resources surrounding at least 4 IGD-related topics to include in a Canvas Commons site, and developing and publishing the site: est. 100

**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.

### Impact and Activities

Activities	People	Days	Hours
20	350+	60+	>300

- Assessment of Teaching and Learning the IGD Model through pre-posttest evaluations ([Assessment identified](#)) – Data collected from Comm-C 382: **10** students completed both pretests and posttests. Analysis in progress, but preliminary results show self-reported improvement in the areas of empathy, awareness, relationships, and motivation.
- Assessment of Teaching and Learning the IGD Model through pre-posttest evaluations ([Assessment identified](#)) – 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.
- [‘Say what?’: Improving listening skills for a welcoming campus climate](#). 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**
- 7 Intercultural Technical Communication activities conducted fall semester (September through December 2017 – Participants: **11** (21 hours)
- Comm-C 282 course – Experiencing IGD on Social Identity – **20** students, August through December, 2017
- Comm-C 382 course – Dialogue Facilitator Training, **18** students, 1/9/18 – 5/6/18



7. "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
8. "Who is left behind?" December 7, 2017, **25** students, Public Affairs TLC activity 1:15
9. IGD Resources for SPEA Innovation Board Fellowship Students, January 25, 2018, **4** students, 2 hours
10. 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.
11. IGD Training for Playworks staff – 4 training sessions **10** people, March 16, 28, and 30, and August 3, 2018, with more to come. Introductory IGD training.
12. TCM 18000 Exploring Intercultural Technical Communication course – Themed Learning Community offered for fall 2018 in addition to regular course offering: est. 21
13. TCM 18000 research using AAC&U rubrics – accepted for Assessment Institute fall 2018, paper in progress with 2 graduate students: est. 30
14. Cultural Competency workshop for School of Engineering and Technology Staff Council Retreat fall 2018: est. 25

**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.

### Impact and Activities

Activities	People/Unit	Days	Hours
10	7 units >150 people	30+	>250

1. Working in partnership with Diversity, Equity, and Inclusion to develop and post a series of 4 education and informational posters around the IUPUI campus in 50 locations. Est. 100 min. (4 activities)
2. Support faculty efforts to implement IGD with development of IGD Hot Topic Faculty Guide to help faculty respond to hot topics during dialogues: est. 25
3. Participated in planning processes with potential WCI grant applicants
4. Worked with SPEA to develop Diversity Unit Plan, September 28, 2017, ongoing
5. 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
6. Continuing work with the IGD Unit Engagement Model to collaborate with other units on engagement with diversity planning.
7. SPEA website – updating the diversity section to highlight diversity unit plan goals, make the website more inclusive, and include links to the IGD page.