

### Conversation #1: Clarifying the Vision

1. How will our university benefit from the full alignment of the functions of SST and MFT?
  2. How will the mission of SST be enhanced by integration with MFT?
  3. How will the meaningfulness of the work of MFT be enhanced by integration with SST?
  4. What, specifically, do we need to do to make sure the integration of MFT into SST achieves the highest impact possible for The University of Iowa?
- Commitment to making things happen.
  - Mutual benefit of each group's traditional functioning.
  - Allows flexibility to approach implementation.
  - Focus energy.
  - Important to acknowledge trepidation.
  - Need blended mission statement (SST website).
  - More folks to think about how to strengthen all efforts.
  - Thinking broadly about diversity.
  - Strengthen and integrate our work.
  - Return to mission – make sure we also focus on our own continued development, relationships, etc.
  - Add 'all' as the first word to the definition of student success.

### Conversation #2: Enhancing Awareness about Diversity

1. The focus of this retreat is diversity: what is diversity to you? What is diversity to us?
2. Who have we left out of our definition? If students were to look at this definition, who would feel absent, invisible, or omitted?

#### *Diversity is:*

- A personal thing: personal history (shaped, too, by societal contexts), experiences, assumptions.
- Understanding and accepting differences.
- Expecting differences.
- We're all here to create education – that's our common, central, and essential task. Other differences among us – and among students – don't matter. What's common – our commitment to education – is what matters.
- Inclusiveness of all the things that make us unique.
- Helping all students thrive by getting to know them and what they need, listening to them, helping them move to next step.
- Every student can say "I belong at Iowa and I feel welcome."
- It's dynamic, something we address and experience in different ways over and over.
- We need to acknowledge that, in our society, 'diversity' means 'race' – and 'race' means 'Black and White.'
- Multiple identities: race, gender, sexuality, national origin.
- Unpacking assumptions about what we think are commonly-shared values. For example: what is education? What does 'education' mean? Who has access to education?
  - Unpacking and examining assumptions can elicit differences and commonalities.

- Acknowledge ‘diversity,’ as we tend to talk about it, usually is based on visible characteristics. Other forms of diversity: rural/urban, learning styles, etc.
- Diversity is just numbers – that is, isn’t really meaningful – unless it’s connected to cultural competence.
- Individual and collective histories.
- Something to be celebrated.
  - Though for some (e.g., some students), diversity is, instead, about ‘me v. them.’ We need to teach students – and others – how to have conversations about diversity.
- Power and privilege: Must make these conscious – differences in systemic power; who is privileged? who is marginalized?
  - Who does UI have in mind when considering ‘our students’ – characteristics, needs, strengths? Diversity is whoever is outside of this group – who is at the margins?
- Element of UI diversity: who drinks v. who doesn’t, binge drinkers v. those who do not. Is high-risk alcohol use part of the dominant student culture? Affected by: race, SES, financial status. Also affected by sense of belonging/fitting in – or not.
- Internationalization of the undergraduate population. Marginalized in terms of experiences (e.g., social experiences, engagement in student life)?
- Necessary for the health of the university.
- All aspects of human difference.
- Groups historically-underrepresented in higher education in the U.S. Encompass: racial/ethnic minorities, low SES, first-generation college students. Marginalized people and experiences, based on power and privilege within universities.
  - How can we make sure all students have equal power in the university?
- Marginalizing conversations/marginalized experiences based on religion (e.g., Muslim students).
- LGBT issues: “where our students are.”
- Systemic issues of power and privilege mean there will be marginalization no matter what we do. But how can we be sure the same groups aren’t always marginalized?
- Diversity is hard.
- Key question: What are our priorities – priorities for this group? How do we focus our efforts? If diversity is ‘all aspects of human difference,’ what can we focus on?
  - Exploring power, privilege, and oppression: Who is marginalized in our system? Who holds privilege in our system? What structures support that privilege?
  - All voices necessary for teaching and learning (for everyone)
  - Necessary: structures to support hearing more voices. To support our goals of education and student success. To acknowledge all voices are not equal. To hold us accountable for addressing inequality and marginalization.
  - Revealing the ‘unwritten rules’ (for success) to all students, not just those who have the privileges that support/convey the ‘rules’ (knowingly or unknowingly).

## Conversation #3: Strategic Priorities

### Strategic Areas:

#### Health, Wellness, & Safety

1. Use Opening of Rec Center: opportunity to campus-wide effort at education – information and involvement campaign for all students. “Everyone has a health home” on campus. Venues for alternative activities. Research: effective marketing campaigns.
2. **#1: A Healthy Start:** incorporated into immersion orientation experience; punch-card for ‘alternative events’ – win a punch from free activities: multiculturalism/diversity, health and wellness, service learning. Central resource for information: “Ask Herky.” Two weeks of structured activities in courses: front-load assignments.

#### Background/Ideas:

- Alcohol Alternative Events
- Punch card with 10 healthy activities
- Expand Late Night at Iowa grants with focus on connecting students across difference as well as late night
- iTouch applications with non-alcohol events daily
- Dunk – not Drunk Basketball league
- Promote non-revenue athletics
- Pre-school orientation
- Front load courses
- Requirement of service learning to get to know area/campus/each other (during “Camp Herky”?)
- 1<sup>st</sup> two weeks – lots of structured activities
- Alternative Spring Break – service learning
- Opening Campus Recreation and Wellness Center: promote during Welcome Week, keep open late night; have intercultural activities; promote wellness centers across campus – everyone has a “wellness home”
- Healthy Start: punch card; inventive ways for students to access information; Camp Herky immersion; special events: Community of Color, Iowa Edge, Diversity Fair, Service Learning

#### Connecting students to high-impact activities: Research

What is feasible? What can we do with limited resources?

1. **#1: Inquiry-based FY Seminars:** Investigate a faculty member’s area of interest; requisite inquiry skills; then identify students for further research. Assess outcomes – impact on students’ inquiry skills. Inquiry may seem less intimidating than “research” – use topics that would engage and appeal to all students, including underrepresented groups. Use the model of FYS that’s already in place. Help faculty better know/understand who they are teaching. Allow students to drive topics and tie to their history/backgrounds
2. Promotion and Education: Introduce students to research; promote research symposia; profiling students engaged in research; promote ICRU; find a way to centralize the efforts – a coordinating council; encourage AI students. Look for a variety of ways to recognize faculty for their involvement with undergraduate research (funding, paid student for research, work release, etc.)
3. Engage faculty: communicate through coordinating council; provide recognition to faculty; expand faculty involvement and recognition beyond the Honors Program.

**Background:**

- Should we be educating students about what research actually is, in addition to offering opportunities?
- Research not thought of as interdisciplinary
- Mentoring is so important – we assume faculty know how to mentor – how do they learn?
- Teach students how to write a CV, not a resume
- Nexus
- Focus groups with current UG researchers
- Charge from department chairs to faculty – create a goal at departmental level – e.g., every department has X number of undergraduates doing research
- Get research on transcripts
- Redesign ICRU to provide students with mentor matching
- FY Seminar in each department – What It Means to be a \_\_\_\_\_ (research focused)
- Every department has an Honors advisor – could they be a Research Advisor?

**Connecting students to high-impact activities: Study Abroad**

Intercultural experiences support the definition of student success.

1. Campus-wide promotion of “Study Afar”: expand access to experiences; campus-wide commitment to expanding definition of study abroad; university commitment to short-term international experiences (issues: timing, cost); promotion among students; educate parents. Measure of success: participation rates (improvement).
2. **#1: Staff- or Faculty-Driven Intercultural Experience:** support for faculty and staff to develop and implement short courses/brief opportunities for international courses/experiences. Need support: courses on-load, P&T process; orientation/training to faculty about what it’s like to do a course abroad.
  - Won’t interrupt course sequence
  - Course, research, internships
  - Target diverse populations based on nature of experience
  - Faculty/staff incentives:
    - Money to develop and deliver experience, including cross cultural and abroad experiences
    - On load vs. off load
    - Orientation/Training

**Background:**

- Intercultural experiences are important for UI students, which we think reflects the definition of student success.
- Integration/coordination of intercultural experiences:
- Can market value of study abroad/study afar experiences
- Recruit students: outreach staff, peers, cultural centers  
educate parents about value, dealing with concerns about cost, safety, delay in educational progress
- Measures of success: # of students who show interest, # of students who participate
- Must have campus-wide support – will require additional resources

## Curricular Development

Frame: Definition of Cultural Competence – Our goal for students/for these curricular developments.

1. **#1: Mandatory CT experience for all students to deepen their cultural competence:** Make this a **significant aspect of CT** and require CT of all students.
2. Then expectations continued through a menu of options (certificate program, deep service learning experience) – with assessment attached to the experiences.

### **Background Discussion:**

- Goal: Common Experiences that focus on: critical analysis, different interpretations, questioning our own values/beliefs, history, critical thinking, reflection
- Systemic issues related to power, oppression, and privilege.
- Faculty Staff ↔ Common Experiences ↔ Students

- Service Learning --- Common Core Curriculum --- Assessment ---- Campus Events/Co-Curricular Activities

- Part of the larger ethos – Why do we do the same thing? Because we value it, we are proactive
- Possible avenues for Curricular Development:
  - CT (mandatory, expand diversity portion)  
Workshops in Learning Communities  
Weekend Class
  - Common Core
  - Capstones
  - Service Learning
  - Learning Portfolios  
Expand Certificate  
Training Mentors
  - Mandatory Training for ALL students – how?
  - CT, Expand CC Certificate, Service Learning

## Faculty & Staff Cultural Competence

1. **#1 -- Mandatory Campus-wide Comprehensive Cultural Competence training program for all faculty and staff (together):** Model/draw on National Coalition-Building Institute (NCBI). Assessment as part of this (e.g., pre- and post-assessment; campus climate survey).
2. Service Learning initiatives that promote cultural competency. E.g., track hours based on flood system; write about it; service given equal weight as scholarship; non-monetary compensation  
Maintain/develop/use skills post-CC training: ‘suite’ of opportunities for faculty and staff on annual basis.  
For example: service learning experiences.

### **Background:**

- Use NCBI
- University-wide steps toward requirement
- Measures of success: Shows growth, climate for students “I feel comfortable”, student satisfaction, retention and recruitment, ombudsperson reports

Discussion of Priorities: Given our current context, what should the SSTX know about your priorities, thoughts about these suggestions/programs.

- Observation: 3 of these focus on first-year students. Issue: creating a culture of expectations among FY students – you have to start somewhere.
- Any of these combinable? Example: study abroad short-courses and inquiry-based
- “Mandatory” a problematic term in effecting change and building commitment. How do we build enthusiasm and excitement from the start, rather than focusing on ‘mandatory’ right off the bat.
- Key to the staff-faculty CC training: faculty and staff together.
- Concern about problems w/ ‘mandatory’ – are some people privileged to opt out of these experiences? How does that fit with the University’s commitment.
  - ‘Suite’ of opportunities – ask faculty and staff to avail themselves of them.
  - Staff job descriptions: including expectation for cultural competence.
- CT Discussion
  - Concern about ‘mandatory’ CT participation: Honors students didn’t like CT content (there was a difference of opinion about this).
  - Concern about adding a new or different purpose for CT – CT already has a clear purpose.
  - Concern about the CT curriculum as ‘monocultural’ – could the curriculum be enhanced by not being monocultural? Consider the curriculum and weave meaningful discussions about multiculturalism throughout/across the course.
  - Cultural competence training: would add to the comfort people feel in changing the curriculum in this way.
  - Need to avoid ‘cultural competency day’ in the CT curriculum.
  - Concern: everybody wants a part of CT. Better: to look at the curriculum as a whole.
  - But: practicality and feasibility of incorporating changes into a pre-existing course v. developing new courses or trying to put these issues into the entire curriculum. Building on positive things – so how can you add something important to something that’s already effective?
  - CT serves a small portion of the incoming class – about 800.
- What might lend itself to ‘what we can do?’ – what we here can do.
  - Example: Study abroad: build into CD&E, advising with students from the beginning.
- Focus on target audiences, rather than the whole university – build on prior success, where are the students and faculty members we might have greater success?
- Some of these ideas might be more easily begun incrementally – e.g., inquiry-based FY seminars, study abroad short courses. Whereas others might require more large-scale implementation – e.g., faculty-staff cultural competence training.
- Keep in mind: this isn’t just about exposing students of color to experiences they might not have had. It’s also about bringing white students/students in the dominant culture to information/experiences/understanding/etc. about multicultural competence, privilege and power. Our focus: all students. Study abroad: put students from the dominant culture into unfamiliar circumstances.
- Role of existing MFT groups in these projects? MFT groups – move into structure of SST.

Final ‘vote’ – which would be your top priority?

**Health: 3; Research: 2; Study Abroad: 10; Curriculum: 9; F/S Cultural Competence: 19.**