

Integrative Diversity Working Group Annual Report (2013/2014)

Objectives & Activities

The committee set out to create the Integrative Diversity initiative. This initiative will deliver intentional experiences that connect students to all aspects of human differences. It will provide a variety of environments, activities, and opportunities where diverse student populations can engage each other and learn together. It will provide a series of “Intersections” where students will meet diverse others, encounter fresh perspectives, reflect on divergent values/views, find a common core of humanity, and in the process, heighten their own awareness, understanding, and empathy.

1. Create and Promote an Integrative Diversity Campus Diversity Model

The committee based the development of programs and activities on a scaffolding approach or model in addressing diversity education

- a. Level 1: Identity and Self-Awareness
- b. Level 2: Cultural and Diversity Knowledge
- c. Level 3: Cultural Plunge
- d. Level 4: Social Justice and Creating Diversity

The committee believed students need a pathway or model to follow throughout their college experience. Diversity education should not be a one-activity or one-year experience. SDSU provides a level of diversity that many college campuses strive to achieve. However, in our diversity our communities often become silo’ed or segregated. By creating a model that students and student groups can follow, we hope to create on-going intersections for students to interact and engage.

The model we’ve recommended suggests that students attend three of the programming events then attend one of the campus collegiate dialogues to discuss their experiences with the integrative topics/programs they experienced. Following their processing session, students will be asked to complete an online assessment reflection. This completes Level 1. The following year recommend the students attend the Intercultural Efficacy Program while continuing to attend the integrative diversity programs. In their third year we recommend students take a

study abroad experience or travel on a cultural plunge experience offered from many departments and colleges on campus (College of Education two week events, Alternative Spring Break Trips, etc...) Finally, in their last year, we recommend the development of social justice and diversity advocacy training experience.

2. Require Student Leader Diversity Training

In collaboration with the National Conflict Resolution Center, the committee developed training and a pre- and post assessment for student leaders.

- a. *Topics addressed:*
 - i. Communication and Identity
 - ii. Conflict and Difficult Conversations
 - iii. Understand Privilege and Structural Exclusion
 - iv. Develop Advocacy Skills

In collaboration with the National Conflict Resolution Center two three-hour long sessions of Student Leader Training provide new student leaders with concepts and skills needed to address communication and conflict with regards to identity and diversity topics. A series of pilot programs connected with the Aztec Unity Project (a collaborative community service program connecting four diverse student organizations through community service) helped develop a pre- and post survey that addresses the programs outcomes. A training sub-committee has arranged for a staged approach to train campus student leaders. This stage process is as follows:

- April-May 2014 8 Sessions for Associated Student Leaders
- August 2014 6 Concurrent Sessions for Resident Advisors
- September 2014 Sessions for SDSU Ambassadors
- September-October 40 Sessions for Registered Student Organization Leaders

3. Provide Bridging Activities the Bring Aztecs Together

- a. Monthly Inclusive and Community Programming
- b. Lecture Series as the foundation for Campus Diversity Conversations
- c. Campus Collegiate Dialogues on Diversity
- d. Intercultural Efficacy Training
- e. Collaborate Community Service Intersections
- f. Inclusive Community Retreats
- g. Community Film Series Intersections
- h. Expand SDSU International Peace Village
- i. Journey Toward Shared Humanity
- j. Inclusive Campus Wide Integrative Diversity Conference
- k. Campus Activities Creating Inclusive Community

This spring the committee piloted a campus film series, provided three Aztec Unity Projects, presented one Aztec Core Community Retreat and provided an Inclusive campus Wide Diversity Conference.

The Aztec Unity projects brought together students from a variety of recognized student organization that don't typically interact with each other. Each of the Aztec Unity Projects also acted as a pilot test of the National Conflict Resolution Student Leader Diversity Training Session. On the first day of the event the students attended the SLD training sessions and on the second day the groups were involved in 3 to 5 hours of community service. Over 100 students were involved in the three sessions this year. The committee recommends a total of six Aztec Unity Projects next year.

Aztec Core provided over 50 students a weekend of integrative leadership and diversity training sessions. The post assessment of the program indicated that 100% of the attendees would recommend this retreat to other SDSU students. As well 99% indicated they agreed or strongly agreed with the statements that "they gained leadership skills" and "they gained diversity skills" associated with the retreat. In April, the students reconvened for an Aztec Core reunion where they shared personal stories regarding their success in achieving their "vision statements" they created at the Core retreat.

The committee debuted the Campus Life Film Series in spring of 2014. The film series presented six films with intersectional diversity themes. Each of the films was followed by a group discussion regarding the topics of the movie. Over 800 students have attended these first films. We plan to add lectures, passive programs, expanded large scale event programs, arts performances and motivational speakers in the fall.

The committee recommends changing the campus Welcome Reception process to add a large scale One SDSU Community reception introducing Integrative Diversity model to our students. Previously our traditional campus welcome receptions took place silo'ed or separately over several dates. The committee is creating a bridging activity through the use of the welcome receptions. This new One SDSU Community Reception will provide all of the community receptions an opportunity come together following their individual reception. The welcome receptions will now occur at the same time in various rooms throughout the Union. The second hour of the receptions will come together in Montezuma Hall to celebrate our communities as a shared Aztec Experience.

We'll use this time to present or unfold the One SDSU Community theme which highlights the scaffolding model of know yourself, connect with others and embrace difference. The goal and purpose of this change is to create a commitment to this new initiative during the first week of school. This will introduce the new model to our incoming community members. The One SDSU Community Reception will lay the integrative diversity foundation by welcoming these many communities together.

The Ball will also introduce the semester of events. The list of upcoming semester events are located in this report in the "Next Steps" section at the end.

4. Track and Assess Diversity Programs

- a. Support the development of the Co-Curricular Transcript
- b. Create a process to track the hours of participation activities
- c. Develop assessment processes for diversity outcomes based learning
- d. Analyze and report
- e. Support the development and implementation of a campus-wide Campus Climate Survey regarding diversity

We are working with the Student Testing and Assessment Research Center and the College of Education to create a graduate student assistant position to assist with diversity tracking and program evaluation. We are purchasing iPad-tracking systems in order track student involvement in programs, developing online reflection modules to both track participation and assess learning outcomes, and we are monitoring pre- and post-surveys to both assess our current students needs and monitor their growth in the Student Learning Diversity Training. The committee recommends hiring a graduate student affairs staff assistant as an assessment coordinator to review and report on the data concerning Student Leadership Diversity Training, Aztec Core, Aztec Unity Project, Campus Collegiate Dialogues, and individual programming activities.

5. Place inclusive diversity at the heart of the student experience
 - a. Create marketing campaign
 - b. Promote the competitive advantage that inclusive diversity provides
 - c. Identify, publicize, and promote inclusive diversity activities
 - d. Promote Inclusive Campus Diversity Model
 - e. Dedicate every November as "Inclusive Diversity Month"

To acknowledge, embrace and appreciate all aspects of diversity among members of the SDSU campus community the committee recommends a visual logo or identifier regarding our integrative diversity initiatives.

The committee is currently engaged in a series of focus groups assessing the marketing of a “ONE SDSU COMMUNITY” model concept. The marketing focuses on creating a shared SDSU community while also asking students to “Know Yourself, Learn About Others, Embrace Diversity” as the sub-tagline suggests. Once the focus groups conclude, feedback will be implemented into the suggested logo. See the current suggested logo attached with this document.

Impact

The committee completed a series of focus groups, assessments and research studies regarding the integrative diversity activities. We’ve attached the Aztec Core post program assessment as well as the College of Education’s educational leadership class assessment regarding the student leadership diversity (SLD) trainings. The College of Education’s survey tool is now used to assess all of the SLD training sessions.

Next Steps

- Create a fall budget (Completion Date May 20)
- Begin Spring Outline of Events (Complete Date May 20)
- Hire and employ a Student Affairs Staff Assistant
- Market the SLDT (currently in progress)
- Complete Marketing Focus Groups (May 15)
- Implement Marketing Campaign (Summer)
- August 27 – One SDSU Community Ball and introduction to Integrative Diversity Model
 - One SDSU Community Receptions and One SDSU Ball
 - August 27
 - Non Violent Sexuality (Social Norming/Marketing Campaign)
 - August 25-September 12

September

- Non Violent Sexuality (Speaker)
 - September 4
- Men and Masculinities (Film)
 - September 11
- Men and Masculinity (Speaker: Devin Robinson X (Egypt))
 - September 17
- National Hispanic Heritage Month (Film: Cesar Chavez)
 - September 25

Fall 2014

August

October

- National Hispanic Heritage Month (Performer: Molina)
 - October 3
- National Coming Out Day/Masculinities (Performer: Scott Turner Schofield)
 - October 10
- National Disability Awareness Month (Performance)
 - October 12-25
- National Disability Awareness Month (Film)
 - October 12-25
- National Disability Awareness Month (Comedian)
 - October 12-25
- We're a Culture, Not a Costume (Social Norming/Marketing Campaign)
 - October 27-31
- Filipino American History Month (Film)
 - October 29

- November 21

December

- World AIDS Day/Week (Film Series)
 - December 1-5
- Campus Collegiate Dialogue
 - December 4

November

- Journey to Shared Humanity (Residential Education Office)
 - November 2-6
- Lee Mun Wah (Speaker)
 - November 7-8
- Campus Collegiate Dialogue
 - November 13
- Native American History Month (Film: Code-Talkers)
 - November 14
- Aztec CORE Community Retreat (Student Life & Leadership)
 - November 15-16
- International Education Week (International Student Center)
 - November 17-21
- International Education Week (Film)
 - November 20
- Trans* Day of Remembrance
 - November 20
- International Peace Village (Speaker/Celebration)