Creating Inclusive Communities

Goals and Objectives of CIC
Goal:
Establish sustainable infrastructure to foster on-going conversations on privilege in all its forms and to encourage and facilitate sustainable actions steps toward greater social justice on campus and beyond.

Objectives:
1. to expose UD students to an established diversity and social justice conference experience;
2. to allow UD students a safe space to “break the UD bubble” and interact with groups of people they might not otherwise have interactions with;
3. to have the student attendees implement a project to bring the philosophy of WPC (“understanding, respecting and connecting”—which echoes the Marianist charism of social justice work) back home to UD; and
4. to engage faculty and staff in creating curricular and co-curricular structures that incorporate student learning outcomes of diversity and social justice into an experiential component.

Outcomes from Cohort 1 and 2
The first two groups of CIC students has been actively working on campus. Some of their actions/outcomes include:
- Presentations at campus wide conference
- Formation of three working groups
- Dialogue sessions
- Participation in the Diversity Peer Educators program
- Held conference (CIC Presents: Giving Power Back) with support from Student Development, Provost Office and CIP. Reported to Provost and VP for SD and gained funding for three years and move to fall
- Helped review interculturalism goal in Student Development
- Influencing organizations
- Committee work on CIC

Program Structure
At this point, the Creating Inclusive Communities structure involves the following elements:
Leadership Structure

Creating Inclusive Communities (CIC) is a *volunteer collaboration* led by a diverse group of campus educators from across campus representing a variety of areas including:

- Student Development
- Academic Affairs and Learning Initiatives
- College of Arts and Sciences
- School of Education and Health Sciences
- Campus Ministry

Each member of the CIC faculty/staff team is expected to contribute in some form to the advancement of the CIC goals and/or outcomes. A convener from among the participating departments will be selected by the group each year.

The work is currently organized into three subgroups (with a possible fourth in the future) and lead by a core group which has a representative from each of the four areas:

<table>
<thead>
<tr>
<th>Group</th>
<th>Roles</th>
<th>Common Roles</th>
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<tbody>
<tr>
<td>Convener</td>
<td>• Call group together</td>
<td>• Student recruitment</td>
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<tr>
<td>Core</td>
<td>• Coordination of all aspects of the CIC project</td>
<td>• Faculty / Staff Engagement</td>
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<td></td>
<td>• Selection of participants (faculty/staff and students)</td>
<td>• Share information about CIC</td>
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<td>• Communicate regular updates</td>
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<td>Strategic</td>
<td>• Long-term planning</td>
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<td>• Advocacy</td>
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<td>• Assessment</td>
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<td>• Communication</td>
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<td></td>
<td>• Faculty/staff engagement – roles / expectations</td>
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<tr>
<td>Curricular</td>
<td>• Mini-course (s) development and execution (spring/fall)</td>
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<td>• Coordination mini-course proposals, Registration</td>
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<td>• Guiding/resource for student projects</td>
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<td>Logistics</td>
<td>• Budget</td>
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<td>• Application</td>
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<td>• Reservations and bookings</td>
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<td>• Payments</td>
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<td>• Travel and accommodations</td>
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<td>• Draft communications</td>
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<tr>
<td>Project Teams</td>
<td>• Support and guide students as they develop the conference</td>
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<td></td>
<td>• Provide insight into helpful resources</td>
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<tr>
<td>CIC Conference</td>
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<td>Ability</td>
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<td>Counter Narrative</td>
<td></td>
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<tr>
<td>First Year Experience</td>
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Creating Inclusive Community @ University of Dayton

Contacts:
Daria Graham  
dgraham1@udayton.edu
Tom Morgan  
tmorgan2@udayton.edu
Kaleigh Jurcisek  
jurcisekk1@udayton.edu
Jesse Hughes  
hughesj7@udayton.edu

Schedule for the Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Goals</th>
<th>Objectives</th>
<th>Reading/Reflections/Discussions</th>
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</table>
| Week 1| Class Overview and Individual Identity: Who Am I? | -Build community within cohort  
-Engage in self-reflection of identity  
-Introduce social identity, power, and privilege | -Ground rules, learning edges  
-Discussion and debate versus dialogue  
-Personal Identity Wheel  
-Social Identity Wheel |
| Week 2| Who Are We? Intersectionality, Group Identity, and Conflict | -Explore intergroup relationships  
-Reflect on personal and group intersectionality  
-Learn about the role of conflict | -Cycle of Socialization  
-Timeline Exercise  
-Social Identity Profile  
Peggy McIntosh, “White Privilege” |
| Week 3| Systematic Inequality                       | -Learn and reflect on socio, political, and cultural structures  
-Examine and understand the interaction between individual choices, group actions, and social structures | -Cycle of Liberation  
-Microaggressions  
-Sim City  
-George Lipsitz, “Possessive Investment in Whiteness” |
| Week 4| Allyhood and Coalition Building             | -Reflect on role as an ally  
-Begin planning project | -Action Continuum  
-Coalition Building Activity  
-Cycle of Liberation |
| Week 5|                                            |                                                                           |                                                                     |
| Week 6|                                            |                                                                           |                                                                     |
| Week 7|                                            |                                                                           |                                                                     |
| Week 8|                                            |                                                                           |                                                                     |
| Week 9|                                            |                                                                           |                                                                     |
| Week 10|                                           |                                                                           |                                                                     |
| Week 11|                                           |                                                                           |                                                                     |
| Week 12|                                           |                                                                           |                                                                     |
Student Learning Outcomes:

1. Distinguish between structural and historical implications of racism versus personal and individual attitude and bias.
2. Describe frameworks for intercultural development.
3. Develop and implement a personal plan of action to advance one’s own intercultural development.
4. Think, act, and reflect in ways that express intersectionality, multiple perspectives, and theorizing from the margins.
5. Examine and apply historical antecedents to contemporary racism and gender conventions.
6. Demonstrate critical vocabulary necessary to discuss race, gender, sexuality, and other dimensions of difference in a productive and respectful manner in conjunction with the cultural and historical contexts producing these conditions.
7. Create and implement an action plan with a cohort of students to change an aspect of UD’s culture to better reflect and integrate issues of equity, understanding, and competence on issues of diversity and inclusion.
8. Unpack white privilege and other forms of privilege.
9. Comprehend various forms of inequality, how they intersect with each other, and how they impact larger social structures (macro) as well as everyday interactions (micro).

Journal Reflections and Summary Essay: We use journal writing to develop awareness and understanding of these issues; entries are based on their observations and experiences on campus. We collect six entries (two every other week). We then ask students to write a two-page Summary Essay reflecting back on their observations and experiences: (1) How do your accounts relate to what you’ve learned in this course? (Be specific!) (2) How do social class, race/ethnicity, gender, sexuality, and ability structure and impact your everyday life? (3) Within the context of this course, what are your responses to your findings (did your experiences surprise you? Make you happy or sad?).
Strategies for Creating Inclusive Community at Predominantly White Institutions

Stations and Potential Discussion Questions:

**How to Get Started**
What are the institution’s strengths and weaknesses in regards to diversity, equity, and inclusion work?
Who are groups/allies you can build relationships with on campus to pursue this work?
What types of curricular/credit opportunities exist on your campus?
What are the short-term, mid-term, and long-term goals for your project?

**What to Do When You’ve Started and Stalled**
What new groups on campus could you work with?
What types of new collaborations with students, staff, and faculty can you pursue to create new opportunities?

**Strategies and Pitfalls**
What type of long-term planning and support will make this sustainable on campus?
How can this work be linked to current campus projects, revisions, and/or planning?
How can assessment and an interest in documenting the progress and goals of the group both help and hinder progress?
Did the project meet objectives set out in the initial proposal or did the objectives change over time?
How might you need new models to work across faculty/staff divides on campus?

**Campus Resources**
Who are potential funders for this type of work on your campus?
Where will the resources for this project come? Think holistically, including hours and participant time needed for different groups on campus and beyond (faculty, staff, students, community).
How can success be measured? How can you create measurable and documentable outcomes?

**Students**
How can you identify and recruit students to participate?
What types of support can you provide for them beyond the class/experience itself?
How do you keep the students engaged?
What student-life programs exist that you can work with to build student interest?