Student Affairs Learning Improvement Application

Please complete the application below to apply for the learning improvement initiative with Student Affairs Support Services (SASS) within the Center for Assessment and Research Studies (CARS). This initiative is a partnership between SASS and the Division of Student Affairs to focus on the improvement of student learning and development.

At Madison, we value improvement of learning and development, which can be accomplished by well-thought-out programming and assessment. In turn, a complete and coherent application is a first step to making such initiatives successful. **Applications are due May 15th**.

There are two options for when programs may begin the project: Summer or Fall. In the application, you will be asked to indicate whether you plan to begin the project in the Summer or Fall. Please select a starting date that best aligns with your office schedule. **Selected programs will be notified by May 31st**.

> Please select one starting date: _X_ Summer
> ___ Fall Semester

Although several application questions will ask you to describe previous assessment results and previous improvement efforts, programs will not be selected based on the number of years they have conducted assessment or demonstrated improvement. **Rather, programs will be selected based on readiness and commitment to a long-term improvement process**. Up to 2 programs will be selected per year based on their readiness and commitment.

Should any questions arise while completing this application, you may contact SASS (SASS@jmu.edu).
Once completed, submit your application to the co-chairs (Sarah Sunde, sundesa@jmu.edu; Kathleen Campbell, campbekl@jmu.edu) of the Student Affairs Assessment Advisory Council for review.

In this section, please provide general information about your program. Responses are meant to be **short**, as you will have the opportunity to provide more detail in the sections below.

a. Name of applicant's office:

Center for Multicultural Student Services (CMSS)

b. Name of program of interest:

DEEP Impact Diversity Dialogues
    The DEEP Diversity Dialogues exist as one of three levels of involvement (Diversity Dialogues, HRD 101/201 Facilitator Training Course, and Diversity Education Student Staff) with CMSS's DEEP Impact Programming. These dialogues are the primary mode of engagement. The dialogue program consists of five one-hour long dialogues per semester (i.e., a five-hour program). The participants of these dialogues are students in specific sections of the First Year Experience (FYE) course mandated for all incoming first year students. These dialogues exist in conjunction with several other university programs to promote a meaningful increase in Inter-cultural Competence (ICC) among students; DEEP Diversity dialogues do so through peer-to-peer facilitated conversations that heighten awareness, increase knowledge, and celebrate the value of diversity within the given dialogue topic. Diversity Dialogues, with the largest campus community involvement, should be the focus of a Learning Improvement project.

c. Purpose of the program (1 paragraph max):

DEEP Impact Diversity Dialogues are designed to increase participant self-efficacy related to their ability to effectively participate in inter-cultural dialogue (distal outcome 2; see Figure 1 below). Dialogues are a partnership effort between CMSS and specific sections of the FYE course mandated for all incoming first year students. This partnership allows for Dialogue facilitators to work with a static participant pool and engage in sustained dialogue, where the same theme is explored over five recurring dialogue sessions with the same group of participants. The recurring nature of the dialogues is intended to increase participation during dialogues by creating an environment for increased vulnerability and depth of reflection. Within each cohort of roughly 300 student dialogue participants, between 15-20 go on to enroll in HRD 101/201, a 3-credit course that is a prerequisite for applying to become 1 of 9 paid student educators. Each level of involvement (dialogue participation, enrollment in HRD 101/201, employment with DEEP Impact) has its own set of learning outcomes that connect and build on each other.

d. Number of students who complete the program:

Roughly 300 students annually in the Diversity Dialogues based on enrollment in specific sections of FYE course. To avoid any selection bias, the sections of the FYE course which are paired with DEEP Impact dialogues are selected at random, and are not indicated on MyMadison or course registration materials.

e. Number of staff members who facilitate the program:

9 student staff, supported by 1 Graduate Assistant and 1 Assistant Director. Partnership with the Center for Civic Engagement (CCE), Office of Disability Services (ODS), SOGIE Support and Education, and Center for Global Engagement (CGE) in the form of collaboration in the development of dialogue topics.

f. Point person/primary overseer of the program:

Rain Garant (garantrc@jmu.edu)

The goal of this section is to ensure your office is well acquainted with the assessment process. We find that offices that have carefully thought about programming and assessment are in a better position to make improvements. In the space below, please provide a **brief** summary of the program of interest. In your summary, please include 1) your student learning and development outcomes; 2) a **general/broad** description of the programming in which students are provided the opportunity to learn or develop; and 3) the procedures used to assess whether the desired outcomes are actually being met. Careful consideration of these questions is crucial to the success of a learning improvement project. Please address 1, 2, and 3 within 1 to 2 pages maximum:

Student Learning & Development Outcomes

DEEP Impact Diversity Dialogues exist as one facet of Student Affairs & University Planning (SAUP) division-wide programming designed to move students towards the SAUP divisional goal of increased Inter-cultural Competence (ICC)(See Figure 1). This division-wide focus on increasing undergraduate student ICC is in line with the extant literature that concludes high ICC has "a positive impact on attitudes toward racial issues, on opportunities to interact in deeper ways with those who are different, on cognitive development, and on overall satisfaction and involvement with the institution" (Otten, 2003). DEEP Impact Diversity Dialogues exist in tandem with several other offices' programs across the university designed to interact with and build upon the FYE in order to increase ICC.

As a result, we have identified two distal (i.e. long term) outcomes and several intermediate outcomes for participants of DEEP Diversity Dialogues. Programming associated with the dialogues was built to impact the intermediate outcomes, which based on theory and research, would then impact the distal outcomes of DEEP Impact Dialogues.
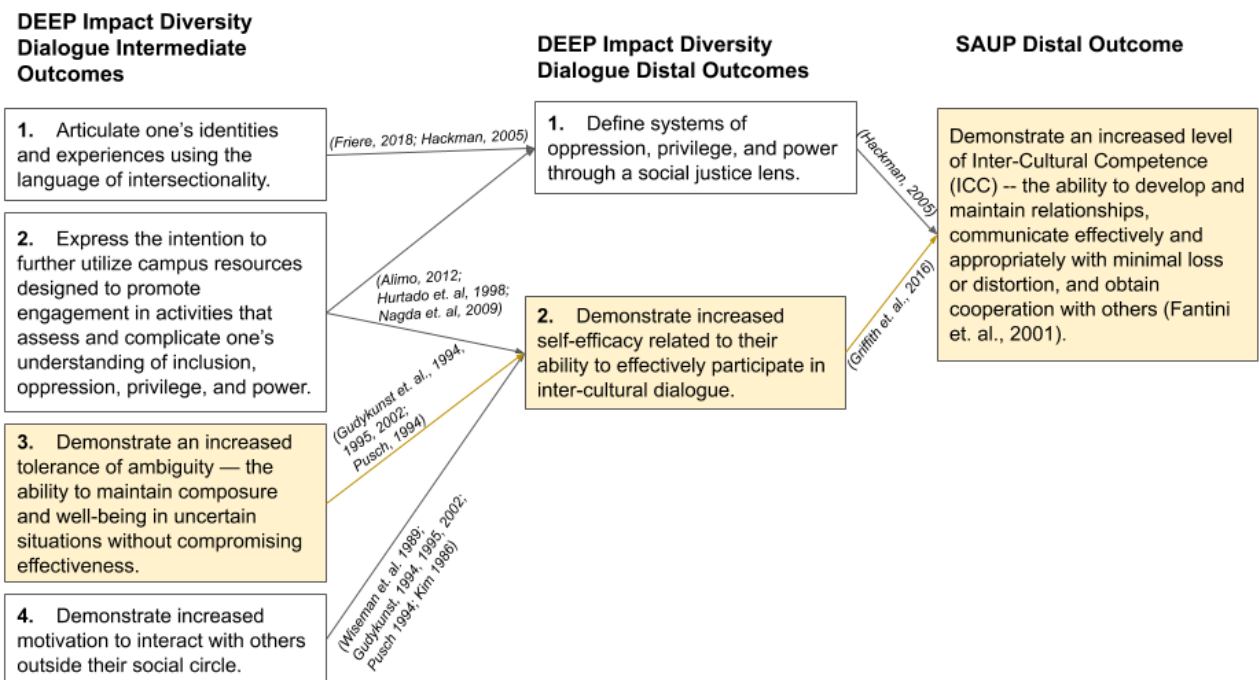

Figure 1. DEEP Impact Diversity Dialogue logic model. The boxes in yellow indicate the intermediate outcome selected for learning improvement and the distal outcome that the intermediate outcome is theorized to impact.

Intermediate Outcomes of DEEP Impact Diversity Dialogues
As a result of attending one DEEP Impact Diversity Dialogues, participants will be able to…
1. *Articulate one's identities and experiences using the language of intersecting identities.*
2. *Express the intention to further utilize campus resources designed to promote engagement in activities that assess and complicate one's understanding of inclusion, oppression, privilege, and power.*
3. *Demonstrate an increased tolerance of ambiguity — the ability to maintain composure and well-being in uncertain situations without compromising effective communication.*
4. *Demonstrate increased motivation to interact with others outside their social circle.*

Distal Outcomes of DEEP Impact Diversity Dialogues
As a result of attending multiple DEEP Impact Diversity Dialogues, participants will be able to...
1. *Define systems of oppression, privilege, and power through a social justice lens.*
2. *Demonstrate increased self-efficacy in their ability to effectively participate in inter-cultural dialogue.*

General Description of DEEP Impact Diversity Dialogue Programming
　　Inter-culturally competent students have a working understanding of the systems that define and enforce social identities. Inter-culturally competent students utilize this knowledge to deepen their understanding of self and successfully negotiate relationships with individuals of other cultural inheritance (e.g., racial/ethnic background, ability level, sexual and gender orientation). Inter-culturally competent individuals are more tolerant of ambiguity and are not fearful of situations of uncertainty. They actively seek out resources that push their boundaries of socio-cultural understanding. Students with high ICC are motivated to create and sustain cooperative relationships with others (Fantini et al., 2001; Griffith et al., 2016; Hackman, 2005). Notably important to DEEP Diversity Dialogues, inter-culturally competent students report a high self-efficacy in their ability to effectively participate in inter-cultural dialogue (Griffith et al., 2016). Thus, to facilitate the development of ICC, we engage students in these dialogues. DEEP Diversity Dialogues were created specifically to promote an increased tolerance for ambiguity and orient students to systems of oppression, privilege, and power through a social justice lens to ultimately build ICC.

Specifics of DEEP Impact Diversity Dialogue Programming
　　 For each one-hour dialogue, seven circles comprised of 10-15 seats are evenly spaced across the room.   Two of the nine student staff lead the dialogue and the remaining seven are seated with these circles. Recent literature on the subject of intersecting social identities posits that "it is important to consider the intersectional project a communal one, one undertaken not in academic silos but in conjunction with fellow travelers with shared insights, approaches, and commitments, guiding critique and collaboration for communal gain" (Cho et. al., 2013). This research, combined with others (Alimo, 2012; Arasaratnam & Doerfel, 2005; Hackman, 2005; Hurtado et al., 1998; Nagda & Zúñiga, 2003; Zúñiga, 2003), forms the basis for DEEP's use of a peer-to-peer facilitation model, where two lead facilitators exemplify both the "in" and "out" group of the social identity presented in the dialogue topic (e.g., a white student and a student of color presenting on race) and small group circle facilitators share identity traits with the participant pool (see Figure 2). This tactic models to participants that all perspectives are welcome and is intended to decrease the likelihood of participants disengaging due to a lack of personal identification with the dialogue topic (Alejano-Steele et. al., 2011; Zúñiga, 2003).
　　At the beginning of each dialogue, following introductions, the lead facilitators prime the room on contextual knowledge related to the dialogue topic (e.g., a brief history of Hip Hop in the U.S., *Colonization of Hip Hop Dialogue, 2019*). This information provides common language, facts, and figures to prevent misinformation and a derailing of the dialogue due to common myths and misperceptions. Following the contextual component of the dialogue, the lead facilitators present several questions to the small groups and turn the programming over to the seven team members. Utilizing the facilitation guide, DEEP facilitators will engage in predetermined dialogue techniques designed to facilitate a conversation

regarding the small-group questions, while probing the group members to explore their deeper thoughts, feelings, and potential biases that arise from responses (Kraybill & Wright, 2007).

At the conclusion of the dialogue, lead facilitators ask the small groups to share their answers. At every dialogue, representatives from the university Counseling Center and Center for Civic Engagement are on hand for participants who would like additional support or resources during and after dialogues.

Current Assessment

Currently, only minimal data has been collected for DEEP Impact Dialogues. A spreadsheet exists to track the topic, presenters, and duration of the dialogue in addition to the number of participants. No student learning outcome assessment measures have been utilized. Several reasons, including the short, hour-long duration of dialogues and lack of clear articulation of student learning outcomes, have hindered the team's ability to measure the impact of the program on student learning and development. The process of completing this application resulted in clear outcomes that can now be assessed.

III.	Focus of Partnership with SASS

You may want to improve learning/development related to all outcomes. However, for this partnership, you will need to **select 1 or 2** learning/development outcomes on which to focus. These outcomes should be sufficiently important to warrant the ample resources that will be devoted to improving all related programming and assessment activities.

The most crucial information you will provide in this section concerns the **program theory** that guides your program. In other words, how was your programming *intentionally designed* to achieve the student learning and development outcomes you've decided to focus on for this partnership? Programs that have not given this considerable thought will find it difficult to engage in a learning improvement initiative.

a. Student learning/development outcome(s) **selected** for the improvement initiative (1 or 2):

Intermediate Outcome 3: Demonstrate an increased tolerance of ambiguity — the ability to maintain composure and well-being in uncertain situations without compromising effectiveness.

b. Description of **why** these outcomes were selected for the learning improvement initiative. Why are these outcomes important to <u>your department</u>? (1-2 paragraphs):

When examining Figure 1 note that the SAUP distal outcome (demonstrate an increased level of ICC) is believed to be influenced by DEEP Diversity Dialogue distal outcome 2 (demonstrate increased self-efficacy related to their ability to effectively participate in inter-cultural dialogue) and 1 (Define systems of oppression, privilege, and power through a social justice lens). DEEP distal outcome 1 is being reached through other programmatic efforts across campus, which is why we focus on distal outcome 2 for this project. Looking again at Figure 1, there are 3 intermediate outcomes designed to influence distal outcome 2. For this project, we chose to focus on intermediate outcome 3 (demonstrate an increased tolerance of ambiguity), which we believe we can influence in our existing short program.

CMSS already provides some level of programming aligned with intermediate outcomes 1 (articulate one's identities and experiences using the language of intersectionality), 2 (express the intention to further utilize campus resources), and 4 (demonstrate increased motivation to interact with others outside their social circle). These outcomes are addressed by CMSS providing multiple spaces to discuss and explore student identities and experiences and by providing many avenues for students to get involved in collaborative organizations across campus. Because of the reach of DEEP Diversity Dialogues, CMSS would like to put an emphasis on intermediate outcome 3, which is not aligned with other CMSS programming.

Currently, we see anecdotal evidence that suggests our programs are not of the length and strength necessary to make meaningful improvement in outcome 3 (demonstrate an increased tolerance of ambiguity). During team debriefs, we note that roughly a third of students slouch in their chairs, repeatedly use their phone, and have generally low participation during the "Small Group Dialogue" portion. These students exhibit the signs of low participation and do not change their behavior to that of high participation until the second half of the semester. Our hypothesis behind this lack of participation and its impact on student learning will be discussed more below. However, we believe that tolerance for ambiguity is malleable and can be positively affected if we employ high-quality pedagogy to address this issue of low participation.

c. Description of why these outcomes are important to JMU (1 paragraph):

SAUP divisional goal 3C states "the university will develop new programs for students to foster the learning of engagement, its concepts, value and practices" ("JMU SAUP Strategic Plan: January 2014 – June 2020", 2016). Notably, the collaborative and relational skills associated with increased ICC (particularly increased self-efficacy in one's ability to effectively participate in cross-cultural dialogues; distal outcome 3) positively influence student's civic engagement (Jacoby, 2009).

Students with low ICC often hold hidden biases and stereotypes towards their fellow students due to misinformation and lack of exposure (Wiseman et al., 1989). These stereotypes can be expressed as microaggressions in a variety of interactions. For example, the student who holds the stereotype that students with intellectual disabilities will be poorer partners in group projects hinders the disabled student's ability to succeed. Students with high ICC are more motivated to interact with others outside their social circle (Gudykunst, 1994, 1995, 2002; Pusch 1994), more positively perceive verbal and nonverbal communication styles across cultures (Martin & Hammer, 1989), and build relationships less strongly influenced by the myths that enforce identity group stereotypes (Wiseman et al., 1989). JMU, as part of its mission to become "the engaged university," benefits from a student population more willing to connect and collaborate with learners of all backgrounds, abilities, and identities.

Thus, the SAUP division can create spaces and programs where there is deliberate, cross-cultural dialogue, which is proven to have "a positive impact on attitudes toward racial issues, on opportunities to interact in deeper ways with those who are different, on cognitive development, and on overall satisfaction and involvement with the institution" (Otten, 2003). DEEP Diversity Dialogue's intermediate outcome 3 (increased tolerance of ambiguity) works to increase student likelihood of continued engagement with ICC both through SAUP programming and in the classroom.

d. Description of the specific programming (curriculum, pedagogy, intervention, etc.) used to provide students with an opportunity to meet the **selected outcome(s) only**. An objective-to-curriculum map should be included as part of this description (may be attached as an appendix):

Currently, four out the eight existing program components of DEEP Impact's Diversity Dialogues provide opportunities for students to meet intermediate outcome 3 (increased tolerance of ambiguity). Figure 2 provides a visual map of the information described in the text below.

Repeat After Us
In this activity, the two lead facilitators display a list of words typically deemed taboo related to the topic at hand. For example, the phrase "black people" will be displayed during a dialogue about race. This list gives participants who do not identify with social groups discussed the ability to get comfortable using words that are often avoided in casual conversation out of fear of not being "politically correct."

Check-In: Recognition of Pre-Existing Beliefs
During the "Check-In" component, facilitators ask participants to share any preconceived notions or

biases they held about the dialogue topic before entering the program. This programming is brief, but its non-judgmental nature becomes another foundational aspect for increasing tolerance to ambiguity by modelling positive avenues for beginning cross-cultural communication.

Small Group Dialogue

    After the two lead facilitators present information on a topic, the rest of the team works with a small group of students to discuss a series of open-ended questions. Facilitators ask participants to share their reasoning behind their beliefs and the values underpinning their response to the small group questions. Students are also asked to explain the impact of their beliefs on others around them. The Ethical Reasoning in Action Eight Key Questions (8KQ) are relied on as a facilitation tool during these small group conversations (Sanchez et al., 2017). Specific dialogic frameworks, selected by the lead facilitators from the resource book *Cool Tools for Hot Topics* (2006), also guide the conversation.

Large Group Dialogue

Finally, the "large group share out" offers a similar structure to the small groups but on a larger scale. The open-ended questions now focus more on sharing participant takeaways from the small groups. The intention behind this activity is to model collaborative learning, so all small groups teach and learn from one another. Participation is less conversational during this portion, due to room size and group size.

Figure 2. Outcomes-curriculum map
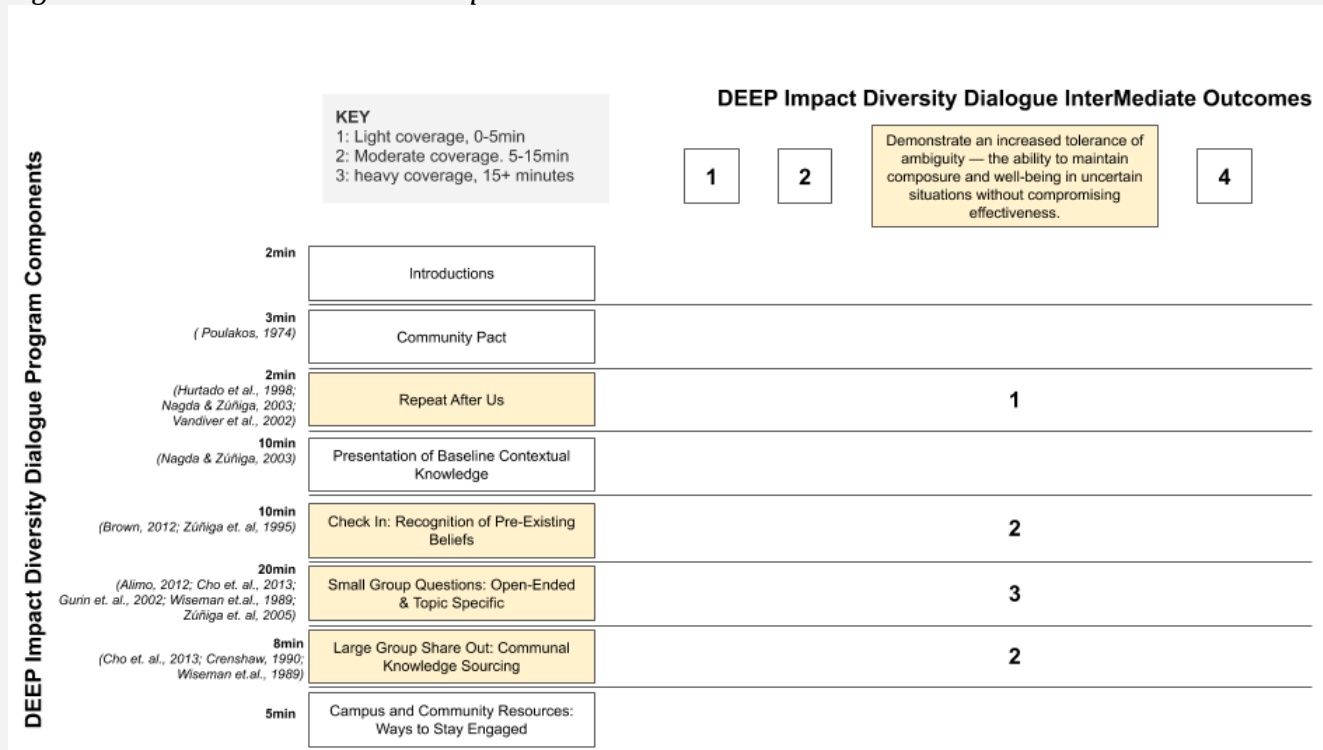
e. Describe *how* this programming is expected to result in the desired student learning/development outcome(s). In other words, please explain the logic behind why certain program features were chosen to achieve the selected outcomes. This is often referred to as program theory or logic. If you are unfamiliar with these terms, please watch this short introductory video before constructing your response (1 page max). If you need support using program logic to develop curriculum/programming, please visit JMU's Center for Faculty Innovation (CFI):

Referring once again to Figures 1 and 2, I included citations to provide evidence for each link between the specific programming component of DEEP Diversity Dialogues and each outcome. Recall, I am focusing on outcome 3 (increased tolerance of ambiguity); thus, I will explain how program components were built to impact intermediate outcome 3.

Repeat After Us

"Repeat After Us" is consistent with language from the psychosocial dimension of Hurtado et al.'s 1998 analysis of campus climate. The researchers specify that when educational practices "identify and confront the stereotypes and myths that people have about those who are different from them" and "provide opportunities for cross-racial interaction" individuals are much more likely to engage positively in conversations with others. Consistent with the most recent update to Cross' Racial Identity Model (2002), Hurtado et al.'s work suggests that exposure to different experiences and worldviews is a key component to forming positive value statements surrounding held and observed racial identities. By confronting the perception that certain words are off-limits for "out group" members, DEEP promotes a language model for interactions across identity groups that becomes a foundation to small and large group dialogues (Nagda & Zúñiga, 2003; Poulakos, 1974). This ability to participate orally is a factor in increasing tolerance for ambiguity (Alimo, 2012).

Check-In: Recognition of Pre-Existing Beliefs

This activity is an exercise in vulnerability, an emotional state that requires a level of trust and tolerance for ambiguity when facing the unknowns of peer reactions to participants' statements (Brown, 2012; Zúñiga, 1995).

Small Group Dialogue: Open-Ended and Topic Specific

"Small Group Dialogue" is necessary to impact the intermediate outcome of increased tolerance for ambiguity, which then impacts the distal outcome of increased self-efficacy to effectively engage in inter-cultural dialogue. That is, facilitated, sustained interaction with a cross-cultural peer group is a proven successful entryway to increase self-efficacy in participants' ability to engage in further cross-cultural conversations (Alimo, 2012; Cho et. al., 2013; Gurin et. al., 2002; Wiseman et.al., 1989; Zúñiga et. al, 2005). Although a single dialogue may lower participant self-efficacy (discussed further below), which is positively influenced by a tolerance for ambiguity (Gudykunst et. al., 1994, 1995, 2002; Pusch, 1994), DEEP Impact's model of sustained dialogue brings students out of this "dip" after a period of time specific to individual student's levels of development. While there is no certainty that sustained dialogue will move every student towards a tolerance for ambiguity, the literature suggests it affects a large enough portion of them that we belief these program components are integral to the achievement of outcome 3 (increased tolerance of ambiguity) (Alimo, 2012). As part of a partnership with the SASS team, we would like help developing or finding instruments that will adequately measure tolerance for ambiguity and self-efficacy to effectively engage in inter0culture dialogue.

Large Group Share Out: Communal Knowledge Sourcing

Collaborative learning is necessary to increase tolerance for ambiguity because learning with and from others fosters understanding of the way intersections of social identity impact participants' perspectives (Crenshaw, 1990; Cho et al, 2013). That is, coming together as a room to share multiple small group's reactions to the same prompt models that there are many different ways of thinking through the same concept. Engaging with ambiguity spans multiple layers of the dialogue process (Cho et. al., 2013; Wiseman et.al., 1989).

f. Summarize the results of previous assessment related to the selected outcomes (1 page max):

There has been no assessment of DEEP Diversity Dialogues to date.

IV.	Action Plan

In this section, you will be asked to consider why the student learning/development outcomes you selected are not being met and propose possible strategies for addressing these obstacles.

a. For each selected outcome, provide an explanation/hypothesis about why current programming is not supporting student learning/development to the degree you desire (1 page max):

First, we have anecdotal evidence suggesting our program is not of the length and strength necessary to make meaningful improvement toward intermediate outcome 3 (demonstrate an increased tolerance of ambiguity). Participants enter the DEEP Diversity Dialogues as part of a mandatory course and our observations (lack of participation, slouching in seats, use of mobile devices during small groups) suggest that roughly one third of participants do not engage with the dialogue material until the latter half of the semester's programming. Although our facilitators undergo professional development that targets their ability to engage unwilling participants, the problem persists and we believe it is impacting our ability to meet our desired participant learning outcomes.

Second, Alimo (2012) refers in his paper on cross-racial dialogue to what the DEEP Impact team has referred to as the "dip". The "dip" occurs when participant's confidence in their ability to effectively participate in inter-cultural dialogue drops during the programming. Alimo posits that, as a result of participants' low tolerance for ambiguity, when confronted with a nuanced or ambiguous alternative to their worldview, they become overwhelmed and "increase [in] awareness but lower [their] levels of confidence." The paper goes on to explain that sustained participation in dialogue was effective at increasing participant confidence over time, moving them out of the "dip." However, because our observations suggests participants do not engage with the dialogue material until the latter half of the semester's programming, we believe many of them remain stuck in this "dip."

Although we are unsure what or how to change the DEEP Diversity Dialogues to improve our engagement, we believe that tolerance for ambiguity is malleable and can be positively affected. Assessment data of intermediate outcome 3 (increased tolerance for ambiguity) will help us identify avenues for improvement of the existing DEEP dialogues.

b. Prior to this new partnership with SASS, have you tried to *improve* student learning/development related to these outcomes? If so, please describe the improvement initiatives. Have those initiatives been successful? (1 page max):

Previous attempts to improve the dialogue structure and facilitation have been successful, as far as informal observations. We administered a series of professional development workshops to DEEP Student Staff on topics such as "engaging disengaged participants". These professional developments targeted increasing engagement among those students who appear to be disengaged.

However, this has been a "one off" training, and student behavior wasn't totally changed as a function of it. Students would increase their verbal participation with the group and would put mobile devices away, but their body language still indicated a disinterest with the dialogue material. This behavior suggests to us that, although we may be able to convince students to participate enough to get academic credit (attendance and participation in all 5 dialogue is part of their course grade), we are still unsuccessful in getting participants to engage critically with the dialogue topic.

c. Based on your answers to the questions above, what changes to a) your programming and b) your assessment processes do you believe are necessary to demonstrate improvements in student learning/development?

Other than increasing the duration and frequency of dialogues the participants attend, we are unsure what steps need to be taken to change our current programming. This uncertainty is due to the lack of any assessment data about program effectiveness.

With regard to the type of assessment data we believe is necessary, we would like to gain information about how students tolerate ambiguity both before and after attending a DEEP Dialogue. Due to the brief nature of individual DEEP Dialogues, we are fairly confident that students who do not attend will not make meaningful gains towards this outcome without some other form of intervention. However, we are aware that sustained engagement over the course of a semester with DEEP complicates this hypothesis. First year students may experience the maturation effect, resulting in an increased tolerance for ambiguity and motivation to interact with others through exposure to a broad range of campus programming efforts, or even through experiences offered in other sections of the FYE course. As a result, we believe a control group is necessary for comparison. We would like guidance on this.

d. Provide a detailed timeline that articulates your plan to improve student learning/development to the degree you desire. This timeline should include 1) whether you plan to begin this work in Summer or Fall, 2) plans to initially assess the program, 3) plans to make programmatic changes, and 4) plans to re-assess the program:

The DEEP Impact team is prepared to implement the following changes, starting in the summer of 2019:
SUMMER 2019
Complete the following:
1) Continue DEEP Impact Student Staff training on engaging disengaged students.
2) Meet with SASS team to develop assessment measures and implementation fidelity checklist.
3) Research additional means of increasing participant engagement.

FAll 2019
Complete the following:
1) Administer DEEP Diversity Dialogues to FYE students without deviation from previous years' delivery.
2) Gather implementation fidelity data through qualitative debriefs and quantitative checklists.
3) Gather assessment data using new outcome measures from Dialogues participants and comparison group.

SPRING 2020
Complete the following:
1) Couple and interpret the fidelity and outcome assessment results.
2) Propose additional changes to programming based on results.

V. Commitment to Partnership

One of the most important resources needed to evidence student learning improvement is time. As such, **each program will commit 10 hours per week to the initiative**. This amount of time is necessary to think critically about the program, collect evidence regarding student learning and development, and engage in evidence-based, intentional program redesign. By committing this time up front, programs will be able to distribute other responsibilities accordingly.

a. <u>Weekly Time Commitment</u> (10 hours/week)
Please select a Lead Coordinator who will serve as the primary contact and chief overseer of the initiative. This person may choose to commit all ten hours each week, or assemble a team to share the workload.
Note: Graduate assistants may lend support where needed, but most decisions/discussions will require

extensive familiarity with the program over several years, an understanding of the program theory/logic behind the program, knowledge of departmental resources, and a level of authority beyond what most graduate students possess. As such, graduate assistants may not serve as lead coordinators and should contribute less than 1/3 of the total hours spent on the initiative each week.

b. <u>Support from Direct Supervisor</u> (1 hour/week)

Regular contributions from upper-level administrators are crucial to the long-term success of a learning improvement initiative and, in turn, the future of the program. Direct Supervisor, please sign below to indicate **<u>a commitment of 1 hour per week</u>** to the learning improvement project detailed in this application. This time may be spent in whatever manner is most helpful to the program.

Lead Coordinator:

(Name)	(Signature)	(Date)

Other Team Members (names only; no signatures required):

_____

Direct Supervisor (1 hour commitment each week):

(Name)	(Signature)	(Date)

Director:

(Name)	(Signature)	(Date)

Appendix A: Logic Model

SAUP Distal Outcome

Demonstrate an increased level of Inter-Cultural Competence (ICC) – the ability to develop and maintain relationships, communicate effectively and appropriately with minimal loss or distortion, and obtain cooperation with others (Fantini et. al., 2001).

(Hackman, 2005)

(Griffith et. al., 2016)

DEEP Impact Diversity Dialogue Distal Outcomes

1. Define systems of oppression, privilege, and power through a social justice lens.

2. Demonstrate increased self-efficacy related to their ability to effectively participate in inter-cultural dialogue.

(Friere, 2018; Hackman, 2005)

(Alimo, 2012; Hurtado et. al, 1998; Nagda et. al, 2009)

(Pusch, 1994)

(Gudykunst et. al., 1995, 2002;)

(Wiseman et. al. 1989; Gudykunst, 1994, 1995, 2002; Pusch 1994, Kim 1986)

DEEP Impact Diversity Dialogue Intermediate Outcomes

1. Articulate one's identities and experiences using the language of intersectionality.

2. Express the intention to further utilize campus resources designed to promote engagement in activities that assess and complicate one's understanding of inclusion, oppression, privilege, and power.

3. Demonstrate an increased tolerance of ambiguity — the ability to maintain composure and well-being in uncertain situations without compromising effectiveness.

4. Demonstrate increased motivation to interact with others outside their social circle.

Appendix B: Objective-to-Curriculum Map

DEEP Impact Diversity Dialogue Intermediate Outcomes

KEY
1: Light coverage, 0-5min
2: Moderate coverage, 5-15min
3: heavy coverage, 15+ minutes

DEEP Impact Diversity Dialogue Program Components		Demonstrate an increased tolerance of ambiguity — the ability to maintain composure and well-being in uncertain situations without compromising effectiveness.
2min	Introductions	
3min (Poulakos, 1974)	Community Pact	
2min (Hurtado et al., 1998; Nagda & Zúñiga, 2003; Vandiver et al., 2002)	Repeat After Us	1
10min (Nagda & Zúñiga, 2003)	Presentation of Baseline Contextual Knowledge	
10min (Brown, 2012; Zúñiga et al., 1995)	Check In: Recognition of Pre-Existing Beliefs	2
20min (Alimo, 2012; Cho et al., 2013; Gunn et al., 2002; Wiseman et al., 1989; Zúñiga et al., 2005)	Small Group Questions: Open-Ended & Topic Specific	3
8min (Cho et al., 2013; Crenshaw, 1990; Wiseman et al., 1989)	Large Group Share Out: Communal Knowledge Sourcing	2
5min	Campus and Community Resources: Ways to Stay Engaged	

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