UNIT CHANGE TEAM CAMPUS CLIMATE INITIATIVE
Project Title: Proposal to Implement the Intercultural Leadership Proficiency (ILP) Program with the Student Life Unit Change Team
Advancing Goal Two / Action Step 8: Enhance orientation programs and special training opportunities for all members of the UMD community that promote equity, diversity and social justice.

Project Activities:
The Intercultural Leadership Proficiency initiative is designed to support implementation of the University of Minnesota Duluth campus Goal #2 of the strategic plan Create a positive and inclusive campus climate for all by advancing equity, diversity, and social justice by creating awareness of the importance of identifying values, beliefs, attitudes and behaviors that affect academic achievement, health and well-being of culturally diverse individuals; by providing awareness and knowledge of the use of “self-as-leader” as an invaluable resource in understanding and implementing intercultural initiatives; by providing knowledge and understanding of the Intercultural Development Continuum (IDC) framework and its implications on personal, professional and organizational excellence; by generating informed discussion among faculty, staff and administration on the subject of leadership and intercultural proficiency; by providing resources and support for enhancing skills of faculty, staff and administration in their work with students and colleagues; and by creating an atmosphere of welcome and celebration of differences and similarities among and between administration, faculty, staff and students from all cultural communities.

Six students and nine staff members on the Student Life Unit Change Team will participate in the intensive ILP training. The ILP initiative consists of the following components,

1) Assessment: Assessment includes completion of the Intercultural Development Inventory, focus groups and/or individual interviews with key stakeholders in additional to a review of UMD campus climate data.
2) Design: Training, activities and interventions developed using information and data collected through the assessment process.
3) Implementation: Historically, the ILP is delivered through a cohort model (16-18 participants) in an off-site, two-part retreat experience. Additional activities (immersions, facilitated dialogue sessions, cultural simulations) may be developed and incorporated to integrate learning.
4) Evaluation: In addition to formative and summative evaluations, the IDI may be administered post training.

Project Timeline: Late December 2012 - May 15th, 2013

Project Outcomes:
This project will help build capacity for students, staff and faculty within Student Life to create a welcoming, inclusive and socially just climate at UMD. Building capacity will impact all aspects of UMD’s climate change activities. Examples include an increasing number of students and staff who will be:

- exposed to best practices on campus climate;
- helping to identify a successful communications strategy across campus;
- helping to create resources and support for enhancing the skills of students, faculty, staff and administration in their work with students and colleagues.
Assessment:
Assessment including the Intercultural Development Inventory (IDI)
  o Each member of the team will take on the online Intercultural Development Inventory [http://www.idiinventory.com/about.php](http://www.idiinventory.com/about.php) and then meet with one of the consultants for a 1 hour interpretation session.

Phase 2-Assessment, design and implementation of an Intercultural Leadership Proficiency (ILP) retreat experience for the unit change team.
  o Additional assessment may include focus groups and/or individual meetings with key stakeholders
  o Design and implementation of a 3 ½ day retreat including intercultural leadership development components

Project Impact on students: In its initial phase, this project will provide in-depth, intensive training of six students: one graduate student and five undergraduate students. The students will then participate as trainers and consultants in division-wide social justice / diversity / equity training efforts for staff, faculty and students through their continued involvement on the Student Life Unit Change Team. Ultimately, countless students would be impacted by this project.

Long-Term Impact of the project:
Sharing the IDI resource broadly with students and staff will contribute to the body of knowledge for the individuals involved initially, but more importantly will positively impact the important work of creating wider and wider circles of people trained on diversity, equity and socially just best practices within the university. **Building capacity among students, staff and faculty will strengthen UMD’s ability to fulfill its Goal Two mission over time.**

Requested by: Joie Acheson Lee, Student Life Unit Change Team, [jacheson@d.umn.edu](mailto:jacheson@d.umn.edu)

Itemized budget: **Budget Projection (based on 14 people)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Intercultural Development Inventory &amp; interpretation session(s)</td>
<td>2,254.00</td>
</tr>
<tr>
<td>Additional Assessment</td>
<td>600.00</td>
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<tr>
<td>Intercultural Leadership Retreat</td>
<td>11,601.00</td>
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<tr>
<td>(3 ½ days; 14 participants-includes facilitation, preparation, meals, off site rental, participant manual and materials)</td>
<td>(Total: $14,455.00) <strong>Amount Requested:</strong> $4,000.00</td>
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Funding applied for from other sources: A proposal has been submitted for Diversity Initiative Funding for 2012-2013 in the amount of **$10,000.00**

A proposal to Kirby Leadership Institute for training of student leaders has been submitted in the amount of **$455.00**