CEHSP Year End Diversity report

Social Justice Action coalition:

Total Amount of Members: 9 +

Total Amount of times meet this semester: Every two weeks (5 times)

Events Held: College Campus Visit Day & website development

Education:

Social Justice in the Department of Education
The Department of Education faculty at UMD engages students in many social justice activities and assignments in our preservice teacher education programs as well as in our graduate programs and the Duluth community. Following is a summary of just some of the things going on in this area.

Undergraduate Social Justice Activities/Assignments
A number of faculty have been involved in working to internationalize curricula and to create the Inclusive Curriculum Project sponsored by UMD's Instructional Development Service during January 2013. Others participated in UMD's campus summit on Inclusive Climate in Fall 2012. Other faculty serve on UMD's American Sign Language steering committee, which has just hired additional staff. In addition, the coordinator of the Academic English Language Program (ESL) has widespread reach to students through ESL courses, the learning community for multi-lingual (immigrant) students, and tutoring support offered to any non-native speaker of English. In addition, diversity is sometimes viewed in terms of ethnicity although many would argue we also need to consider linguistic diversity. UMD is generous in offering note-takers and extra time on exams for international students in their first year.

Graduate Social Justice Activities
The third cohort of doctoral students were involved in an intense two week session of immersion with Indigenous Hawaiian scholars and elders on Oahu in July of 2012. The goal was to educate and do comparative analyses between the needs and interests of Native Americans in Education with a specific
focus on Native Hawaiians.

**Duluth Community and UMD Social Justice Activities**
With a grant through UMD Commission on Women, an African American woman was brought in to speak to the greater Duluth area, UMD, CEHSP, the College of Education, and students in Education 1101 (Education in Modern Society). The guest speaker started the first Early Childhood Programs in the south for African American children on plantations prior to integration of schools.

In the Spring 2013 section of Social Studies Methods course (IESE 4366), students researched and presented "Absent Narratives," the stories from U.S. history that are either not told or so distorted that the truth is absent. Students do this in three categories: African Americans/Civil Rights, Native Americans, and female Americans. The students share their research and present their findings. Listening to a course period filled with the Absent Narratives of our past encourages students to think about the other stories not being told or told correctly. It also brings many people of color and women to their attention who they hadn't heard of before. The goal of the activity is to increase awareness of the subjectivity of history and to encourage research about people and events of discrimination about African Americans, Native Americans and women.

**Minnesota Indigenous Youth Freedom Project and Digital Voices**
Two of the many projects Eni-Gikendaasoyang, the Center for Indigenous Language and Knowledge Revitalization, is working on are the Minnesota Indigenous Youth Freedom Project (MIYFP) and Digital Voices. MIYFP started in 2009 and we are now starting our 4th year of programing, Digital Voices is a new project that emerged from MIYFP, and if funded by one of the University’s Diversity grants.

1. Who was/is involved?
   a. There are several people involved in MIYFP, it ranges from UMD Staff, Project Staff, and Students
   b. UMD Staff – Brian McInnes, Jamie Walt, Julia Williams, Cindy Gustafson (through 2012), Tom and Betsy Peacock – These are just a few of the people involved from UMD
   c. Project Staff – Trainers, RA’s and Mentors
   d. Students – Students ages 13-17 living on or representing reservation communities throughout Minnesota.
   e. Digital Voices – MIYFP Students and Staff, UMD Students, faculty and staff
2. What was/is the nature of the project/activity
   a. MIYFP is a youth leadership program for Native American youth ages 13-17 living in
Minnesota. The program consists of 4, week long, leadership camps at the University of Minnesota Duluth, a weekend retreat in the fall, community based projects and a spring summit to present on completed projects.

b. Our students learn about both traditional and transformation leadership in both Dakota and Ojibwe cultures. They participate in trainings and activities during the day and in the evenings, enjoy team building activities around the Duluth area. The students stay in the dorms on the Duluth campus and get to experience dorm and college life.

c. Each community has the support to complete a community project of their choice with the help and guidance of one of our community based mentors.

d. Digital Voices
   i. Continuing our work with MIYFP we also wanted to add in a short video documentary component. Digital Voices is going to showcase our students and what they have learned from our leadership camps, it is also going to highlight what leadership means to them and give messages of hope for the future.

3. When did the project/activity take place?
   a. MIYFP started in 2009, since then we have had three summers of programming and are preparing for our 4th summer which will be an advanced leadership session.
   b. Digital Voices is a new project and is starting this year in 2013.

4. What is the goal of the activity?
   a. Increase the leadership skills and abilities of tribal youth
   b. Increase opportunities for youth to demonstrate and build their leadership skills within a community and organizational context
   c. Increase collaboration with existing community-based and culturally relevant youth programs within tribal youth
   d. Digital Voices
      i. The objective of this project is to give voice to the hopes, dreams, and successes of Native American youth. Native Voices will integrate cultural diversity into UMD campus life and curriculum with the creation of a short documentary video based on interviews with participants of a UMD leadership program for Native American youth. The video will be used in classrooms, on the UMD website, and in recruiting and outreach.

5. Where did/dose the project or activity take place?
   a. MIYFP
      i. Summer camps – Take place at the University of Minnesota Duluth
      ii. Fall Retreat – Central Location in Minnesota (Changes each year)
      iii. Community Projects – 11 Reservation communities throughout Minnesota
      iv. Spring Summit – Duluth, MN
v. Advanced Leadership – Near Duluth, MN
   b. Digital Voices
5. University of Minnesota Duluth and Twin Cities
6. in the past three years we have served over 100
   Native American Youth throughout Minnesota, and this summer we are planning an
   Advanced Leadership Program with returning students
8.

HPER:
DATE: March 12, 2013

TO: Mikosa Redetzke

FROM: Dr. Mark Nierengarten

RE: Departmental Goal 2 Activities

Listed below are the Strategic Goal 2 Activities as report by the faculty of the department. Four
faculty members (Keeney, Zmudy, Tornabene and Ernst) reported 6 different activities related to
Strategic Goal 2.

Dr. Georgia Keeney
I continue to serve on the campus wide Commission on Disabilities. We are always working on
physical accessibility - checking for physical barriers,etc. and then asking for modifications. We
also bring disability and diversity programs (speakers, films, etc.) to campus. A rep from the
Commission serves on the Campus Change Team so our ideas and suggestions get throw into
the mix.

Dr. Mark Zmudy
My two major things have been:
1. SJAC in CEHSP
2. Seismic Shift at UMD
   SJAC:
   Who was/is involved
   This is the Social Justice Action Coalition with Evie Campbell, Paul Deputy, Mikosa, and many
   others from Duluth Public Schools and from around CEHSP

What was/is the nature of the project
Create materials and provide events for UMD toward Social Justice and Equal Access to
educational opportunities. Examples: CEHSP Videos highlighting diversity at UMD after the harassment of the Multi-Cultural Center; create and lead visitation days for middle and high school students to visit UMD to excited about graduating high school and going to college; work with High School for Recording Arts in Minneapolis to create a magnet school between HSRA and UMD to recruit more African American students for UMD

When did the project take place
I have been part of SJAC for 3 years now
What was/is the goal of the project
See above; the latest middle school and HSRA visit took place on Feb 8, 2013; my students played an integral role in delivering programming on Feb 8 with all the students
Where did/does the project take place
SJAC meets every other week in EDUE

What was/is the nature of the project
Seismic Shift is about creating and implementing paradigm shifts in thinking and approaches to learning, emphasizing experiential education theories and methods. The three key goals of Seismic Shift are to connect the UMD community to itself through minimizing campus programs working in silos and by promoting relationship development between faculty and faculty, students and faculty, and students and students; to connect UMD community to the Duluth and surrounding regional communities in new ways that are not already taking place through our many programs; and to create paths of access for the Duluth and surrounding communities to utilize the UMD campus and its programs as resources in desired ways.
Within Seismic Shift programming, one of the practical ways UMD students connect with the larger Duluth community is through historical and cultural tours of Duluth using GPS units to navigate around the city, finding destinations marked as waypoints in the units that are of importance, for example, to the social and economic climate of Duluth. The method used to engage students in the process is to give a digital GPS unit to each group and allow them to independently figure out how to use the unit to find the various waypoints with the group leader acting only as a facilitator. This approach immediately engages the students in the processes that naturally foster communication, problem solving, critical thinking, team building, and group development; skills that will be absolutely required of them in any chosen profession or scholarly field. This activity sequence also becomes the action taken to immerse students in all parts of Duluth, thereby not allowing the UMD campus to act as a protective bubble that is isolated from the rest of the community.
The GPS program is modeled after the Boston University Experiential Education program that has served over 20,000 students during the past five years, and which is required of several academic majors including computer sciences, masters of business administration, marketing and management, and others in social work and social sciences. Students in academic majors at Boston University that are required to participate in the GPS activities are then assigned to complete, for example, 25 hours of service learning at one or two of the GPS waypoint destinations – for example a food bank, homeless shelter, or place of business. This same model is intended for students at UMD with all academic majors and programs that would like to
participate.
The types of experiential and group development processes used within experiential education and adventure education are also being used worldwide to promote multi-cultural relationship development and deeper level diversity education; to enhance, through outdoor nature based education, academic performance in reading, math, science, and spelling; to augment relationships in business and economics in large corporations including those in industries like banking and real estate; and as an integral part of all aspects of the communications industry. Seismic Shift at UMD is intentionally in sync with the UMD Strategic Plan and the Climate Change Initiative; and is intended to promote student retention. The idea is that retention of students will be enhanced when new arriving students, through participation in Seismic Shift activities, are given the chance to explore all geographic regions of Duluth, connect to the community through service learning, make strong connections with a highly collaborative faculty, and learn practical pathways to view themselves as agents of action and change in the larger community. Practically speaking, by the time a new freshman completes his/her first semester at UMD he/she will have visited all parts of Duluth, experienced high levels of support from an intricately connected faculty, learned numerous possible destinations for future service learning and internships, and due to the high quality experience decide that leaving UMD is not an option. My idea for Seismic Shift at UMD began to come to fruition during spring 2012 when I introduced the idea to the Administration of the College of Education and Human Service Professions and to Chancellor Lynn Black. Subsequently, the college provided funding for me to purchase GPS units for use during our own exploration programs. Since that time, GPS activities similar to those at Boston University have been piloted during the Minnesota Indigenous Youth Freedom Project leadership camps (four trials), and with high school students from the High School for Recording Arts during their fall 2012 visit to UMD. The next phase of the process will be to complete the GPS activities with several sections of freshman seminar during spring 2013, then utilize time during summer 2013 to get ready to kick off the GPS activities on a large programming scale for UMD in fall 2013.

**When did the project take place**
Currently and ongoing; started in spring 2012

**What was/is the goal of the project**
See essay above :)

**Where did/does the project take place**
Meetings at UMD in CEHSP

**Dr. Ladona Tornabene**

**Multicultural Celebration**

**Who was/is involved:**
International Students at UMD and my Community Health Class (Hlth 3101)

**What was/is the nature of the project:**
To help our students interact with different cultures, while celebrating the cultural event of Mardi Gras. Note: I am a New Orleans native.

**When did the project take place:** Feb. 12, 2013
What was/is the goal of the project: To empower students to better understand the significance of culture as an important factor that affects a communities’ health. Two questions my students needed to answer for our follow-up discussion:
   - What cultural behaviors advance a communities’ health?
   - What cultural behaviors hinder a communities’ health?
Where did/does the project take place: UMD Campus, Hall of Fame Room

CHUM Toiletry Drive
Who was/is involved:
CHUM and my Community Health Class (Hlth 3101)
What was/is the nature of the project:
Hold a Toiletry Drive to secure hygiene items for CHUM’s clients. “CHUM provides core social safety net programs which include emergency food, shelter, advocacy, and outreach to over 7,000 hungry, homeless and low-income people each year. CHUM’s work is grounded in the injunction to respond to those in need while loosening the bonds of injustice and oppression.CHUM’s congregational outreach and community organizing efforts center on social justice issues relating to homelessness, poverty and employment.” Note: Whole Foods Co-op supports this annual event through a very generous donation of hygiene items to be shown as tangible examples in class, then donated to CHUM.

When did the project take place: January-April, 2013
What was/is the goal of the project: To give students insight into lives that may be different from their own and expose them to factors that impact a communities’ health such as SES, Environment, Individual Behaviors and Community Organizing. In addition to guided tours of CHUM’s facilities, students hear directly from Commissioner Steve O’Neil and how his role in politics (also a factor that affects community health) can affect social justice issues. Students also hear from a CHUM employee who lived at the shelter when he was homeless and how it lead to his career-changing goal of empowering others.

Where did/does the project take place: CHUM and throughout Duluth and surrounding communities.

Dr. Julie Ernst
Through Chancellor Diversity grant funding, I integrated cultural diversity and social justice into this EnEd 4555 through a partnership with East Hillside Patch’s Mind 2 Mind After-School Program. East Hillside Patch is non-profit organization in Duluth dedicated to helping low-income residents organize themselves to create and carry out action projects aimed at enhancing community wellbeing and achieving social justice. The Mind 2 Mind After-School Program aims to promote positive growth and academic achievement, celebrate diversity, and convey the importance of contributing to your community through arts, nature, and community action projects. Students in EnEd 4555 worked with youth and their families to create Literacy Beds, an environmental education method used by the
Appalachian Sustainable Agriculture Project, where a garden bed is created based on the information in a certain piece of children’s literature (hence the name “literacy beds,” stemming from a children’s book – “literacy” and garden plot – “bed”). Children “grow” their book by creating a garden bed based on the plants, characters, and plot line of the book. Through this project, youth and families had the opportunity to grow in their environmental knowledge and interest and reading skills through environmental education lessons, the literacy bed project, and family events. EnEd 4555 students had an opportunity to advance their own awareness, understandings, and skills relating to culture, social justice, and diversity through project-based civic engagement with a local community organization. Approximately 20 university students and 25 youth were reached.

**Academic Advising:**
- Co-Hosted Highschool of Recording Arts twice this year, 26 total students came.
- Involved 12 diverse students in Velcro Connect program and connected them with 6 families in the community.
- Collaborated with admissions office and made six upward bound visits from the Minneapolis area.
- Collaborated with Bob Sherman with Development of Students of Color Scholarship fund.
- Facilitated campus meeting with all students of color in our academic unit in Fall 2012 and Spring 2013.

**Deans Wing:**

**Communication Sciences and Disorders:**
- Incorporating Disability as Diversity is a major focus of the program due to the nature of the discipline. People with disabilities are our nation’s largest minority crossing all racial, ethnic, cultural, gender, educational, and socio-economic lines. Managing diversity involves the creation of an open, supportive and responsive program that includes and acknowledges the talents of people of disability. Including Disability as Diversity in the program involves any number of factors, such as making classes accessible to students
with disabilities, and incorporating disability studies perspectives into the program’s course content

- The program identifies, evaluates, and promotes effective and appropriate assessment, intervention and preschool practices that are sensitive to culturally and linguistically diverse populations.
- Language courses have a section addressing the notion of language differences versus disorders. The faculty examines African American English, Asian English, and the general notion of distinguishing a language/speech difference from a language/speech disorder.
- The program intervention resources that have been developed with disabilities and their families and the service providers who work with them are covered in the program’s curriculum. The materials and resources covered within the curriculum reflect the intersection of culture and language, disabilities and child development.
- With a goal of preparing global citizens, the CSD program promotes the internationalization of the teaching, research, and outreach missions of the University with specific international activities focused on China, Korea and Mexico.
- Men make up one of the underrepresented groups within the program, representing 4% of undergraduate students, and 15% of faculty/staff. The program encourages men to enroll in its academic degree and to apply for available faculty or staff positions.
- The international activities are a vital part of the program as faculty and students interact with faculty, students, and people globally in the field communication sciences and disorders. These activities meet the University of Minnesota’s mission of internationalization, diversity and academic excellence through the following.

**Psychology:**

**Diversity coordinator:**

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- Collaborated with Bob Sherman with development of students with color scholarship
• Facilitated campus meeting with all students of color in our academic unit in Fall 2012 and Spring 2013.
• Created relationships with three high school in the Twin Cities; Burnsville High School, Fairschool of Minneapolis MN, and St. Paul High School
  ○ Fairschool and St. Paul High School have two visits scheduled for Spring 2013
• Coordinating with Duluth District 709 to bring 8th grade students to campus for a college visit.

Social Work:


This is a listing of the various ways in which the department works to improve the climate within our department, the college, university and surrounding communities.

• Cultural Competency/Teaching Strategies Meetings-held monthly and attended by social work faculty-Dr. Anne Tellett is the convener.
• Many of our social work students do their internships in the Multicultural Center on campus and help to organize events on diversity.
• Kathy Heltzer facilitated a discussion on the fall event to discuss racism at UMD
• Faculty regularly provide class time or extra credit for students to attend cultural activities on campus or in the community.
• Evie Campbell sits on the Social Justice committee
• Muskadee Montano sits on the Diversity committee
• Social Work faculty systematically reviewed our syllabi for African American content.
• Dr. Melanie Shepard met with African American alumni to find ways to improve our curriculum.
• We hired an African American alumni to develop and teach, “African American and Child Welfare” course. It has been offered fall semester for 1 credit and increased to 2 credits when taught in the spring. It has been made a requirement for all child welfare scholars.
• We expanded recruitment efforts to recruit more diverse students; for example, we recruited at Metro State
• We developed and are offering a Winter Institute, “Reducing Child Welfare Disparities: What’s Working with American Indian and African American Families in Minnesota? March 5, 2013 in Hinckley. Pre-registration is already over 200 people.
• Dr. Priscilla Day organized an Equity Collaborative that meets monthly to discuss ways to reduce American Indian and African American child welfare disparities in St. Louis County. Members include St. Louis county social work supervisors, members of the American Indian and African American community and Casey Family Programs.
• The department has had an American Indian Projects for many years that has an
American Indian Advisory Committee that meets quarterly to provide advisement to the department.

- In August, John Day and Dr. Priscilla Day, took Chancellor Black on a multi-day trip to visit tribal leaders and tribal colleges at Leech Lake, White Earth and Red Lake reservations.
- Learning Circles (a class taught by Dr. Priscilla Day and Dr. Anne Tellet, has been discussing issues related to diversity and attending events including-Idle No More, Navajo Code Talker presentation in WI, Anishinaabe Drum Ceremony at Leech Lake.
- Students participated in the Stand Up rally

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discussing issues related to diversity and attending events including Idle No More, Navajo Code Talker presentation in WI, Anishinaabe Drum Ceremony at Leech Lake.

- Students participated in the Stand Up rally
- Dr. Priscilla Day has been in contact with an African American Pre-doctoral student who is applying to teach in the social work program next year as a fellow. The purpose of the fellowship is to create a more diverse academy.
- Casey projects include working with Leech Lake reservation and other projects to lesson the disparities American Indian face in child welfare.
- Upward Bound-Evie Campbell became the PI for the program, which serves high potential, low-income students (mostly minority students) to create a pathway to higher education.
- All of our child welfare scholars take the Intercultural Development Inventory in the fall, receive feedback, and take it again in the spring.
- All of our field students must spend at least 10% of their time in activities directly related to diverse populations.

**Upward Bound:**

Upward Bound Vision Quest (UBVQ) project has provided low income, potential first generation students, in its target areas and their corresponding schools, with the skills and motivation necessary to gain access to and succeed in post-secondary education for more than 40 years. Originally designed as an early intervention, demonstration project to work with American Indian students, UBVQ has successfully adapted its staff and service intensive, school based model to serve an increasingly diverse population. Project data for 2011-12 show that 52% of students served were Black or African American, 18% American Indian, 13% Hispanic, 10% Asian Pacific Islander, and 7% White. UBVQ serves 135 low income, first generation students from the most economically disadvantaged areas of Duluth and Minneapolis, Minnesota.