Strategic Planning Update 2018-2019
Division of Student Life
University of Minnesota Duluth

Background
The inaugural Student Life Strategic Plan was completed in December, 2013. The work occurred in three phases: 1) reorganization of the Division of Student Life (2011), 2) establishment of a divisional mission, vision, and values statements (2012), and 3) development of divisional goals (2013).

Subsequently, individual Student Life departments and committees wrote unit strategic plans that aligned with the UMD and Student Life strategic plans. In addition, Student Life departments and committees prepared annual reports to demonstrate progress toward the achievement of unit goals and objectives. A Student Life annual report was prepared, pulling together information from across the division to support progress toward the achievement of each of the six Student Life goals.

In December of 2018, UMD Chancellor Lendley Black approved an update to the University of Minnesota Duluth Strategic Plan. The UMD Strategic Plan: 2017-2021 is found at this website. http://www.d.umn.edu/strategic-planning/strategic-plans

In the spring of 2018, Executive Vice Chancellor for Academic Affairs Fernando Delgado developed a set of university strategic initiatives. In developing the strategic initiatives, Dr. Delgado solicited input from multiple campus stakeholders, including governance groups (faculty, staff, and students), administrative leaders, and the Campus Change Team. The Strategic Planning and Budget Committee endorsed the initiatives at its 2018 meeting.

Process
Following the work at the campus level, the Division of Student Life embarked on an update to the divisional strategic plan. As with the UMD Strategic Plan, it was decided to update the divisional goals, and to retain the mission, values and vision statements.

The mission, vision and values follow.

Mission
The Division of Student Life supports the university's mission by engaging students in intellectual, emotional, cultural and physical development that enriches their lives, fosters their success, and prepares them for the future.

Vision
❖ We will create a respectful, inclusive, and vibrant living and learning environment where relationships with students, campus and community are valued.
❖ We will provide a first-rate combination of programs, services, products, facilities and living environments designed to enhance the student experience and contribute to student success.
❖ We will build a community of empowered lifelong learners and engaged citizens and develop the next generation of responsible, ethical leaders.
Values
Student centered – We place students at the heart of all we do.
Excellence/High Quality service – We provide high quality service and programs developed with creativity, innovation and a commitment to continuous improvement.
Inclusiveness – We respect and celebrate the diversity of individuals, perspectives, and ideas while promoting social justice.
Learning – We engage students in opportunities that promote and support their growth, development and well-being.
Collaboration – We foster partnerships and build community.
Sustainability – We contribute toward a sustainable future and model sustainable practices.

The Student Life Strategic Plan update began with a Directors retreat in August, 2018. In preparation for the retreat, the Directors reviewed the following materials.

- Fostering Student Success in Hard Times, Kuh, Kinzie, Schuh, and Whitt (2011)
- Learning Reconsidered 2 (Chapter 6), Keeling (2006)
- One Size Does Not Fit All (part of Chapter 7), Manning, Kinzie, and Schuh (2014) (Student Life had previously chosen the Student-Driven model as an aspirational model of practice.)
- Student Success: Mission Critical, EDUCAUSE (2017) (four parts with each written by a different author - Kruger, Martin, Mehaffy, and O'Brien - higher ed leaders from different sectors)

At the retreat, the Directors broke up into groups and engaged in facilitated discussions for each of the Student Life strategic plan goal areas. The discussions guides are included as Appendix A. The Directors came together to process and synthesize the group discussions. The Directors Team members that served as discussion group leaders compiled their notes from the group discussions. The group notes, coupled with the notes from the synthesis discussion, served as an excellent foundation for the next steps in the process.

One important outcome of the synthesis discussion was the decision to drop Goal Area 6, Assessment. Assessment has been deeply ingrained in the work of the division and a required component of every departmental and committee strategic plan. Because a culture of assessment and evaluation has been firmly established, there is not a need to include it as a separate goal area in our strategic plan.

In February 2019, Goal Groups were formed to complete the next phase of the Strategic Plan update. A list of the Goal Groups and their members are found in Appendix B. The intent was to form groups with representation from more than one department. The Goal Groups were each facilitated by a Student Life Director, and the groups received this charge:

- Establish a work plan (to include meeting frequency, etc. - the time commitment will be decided by the group)
- Work through a set of guided questions;
- Collect feedback from others in the division as they see fit;
- Record and summarize their work;

Fall, 2019
- Make recommendations to the Student Life Directors concerning the goal they are reviewing by the end of the Spring 2019 semester.

The Goal Groups completed their work in May of 2019. Each of the Goal Groups did an outstanding job of meeting the expectations established in the charge. Their reports are included in Appendix C. The Student Life Directors reviewed the work of the Goal Groups during summer 2019. The recommended goals were adopted with minor changes.

Student Life begins each fall semester with a fall kick-off breakfast. At this 2019 breakfast, held in early September, VC Erwin provided an overview of a) the process used to update the Student Life Strategic Plan, and b) the new, updated Student Life Goal Areas.

The final step in the process was to send the revised plan to the entire division for comment and feedback. VC Erwin created a Google form for this purpose and the form was sent to all Student Life staff in September. Six staff submitted feedback through the form. This feedback was uniformly supportive of the revisions, so the Student Life Strategic Plan: 2019-2022 was formally adopted at the Student Life Directors Team meeting on October 3, 2019.

Revised Goals
The revised goals follow.

**Engaging Students**

**Goal Area 1 - Learning**

We engage students, and position, prepare and support staff to involve and empower all students within the Division’s work. We also create, enrich, and value an individualized student experience that may extend beyond our Division, promoting retention, engagement, and academic success. To this end, we will:

1.1: Meet the ever-changing needs of students through engaging, purposeful learning experiences that are integral to our students’ academic, professional and personal development and success at UMD and beyond.

**Goal Area 2 - Inclusive Excellence**

Inclusive excellence is the integration of diversity, equity, and inclusion in all aspects of our work. We have a genuine commitment to inclusive excellence and the expansion of our knowledge and mindset. In addition, we work to support and validate multiple experiences, stories, and perspectives. Therefore, in our work we will:

2.1: Provide and promote education, resources, and training opportunities on equity, diversity, and social justice for the division’s professional staff and student staff.

2.2. Infuse co-curricular programming and services with components that create engaging learning opportunities about inclusive excellence, diversity, equity, and inclusion, and cross-cultural learning.

2.3 Constantly evaluate and innovate policies and procedures within Student Life to make systematic changes toward inclusive excellence.
Goal Area 3 - Wellness and Wellbeing
Wellbeing and wellness are holistic concepts. Our definition of wellbeing comes from Jim Purcell (Returns on Wellbeing Institute): “a state of good health, happiness, fulfillment, and purpose, judging one’s life positively and feeling engaged.” Our definition of wellness comes from The National Wellness Institute: “a conscious, self-directed and evolving process of achieving full potential.” We work with students and staff to design programs, facilities, and services that promote wellbeing and wellness, and will:

3.1 Foster student and employee wellness and wellbeing by providing resources that best support each individual’s physical, social, environmental, spiritual, intellectual, emotional, career, cultural, and financial success.

3.2 Develop programs, services and physical spaces that support a holistic and inclusive environment that contributes to the well-being of the UMD campus community.

3.3 Provide leadership and advocacy for student wellbeing that bridges student life with academics, serves to integrate wellbeing, and enhances retention at UMD.

Excelling in Performance
Goal Area 4 - Great Experiences for Our Stakeholders
The Division serves many types of stakeholders from distinct backgrounds including current and prospective students, alumni, guests, colleagues, youth, family members, employers, and the general public. With a primary focus on students, we will design and manage our programs and services to best meet the needs and exceed the expectations of our stakeholders. We will provide innovative approaches in our work and will:

4.1 Demonstrate high-quality, inclusive service that is stakeholder-centered.

4.2 Utilize intentional methods that effectively communicate information in a transparent manner.

4.3 Use feedback and assessment to foster a culture of continuous improvement and innovation.

4.4 Create a culture of collaboration to provide seamless services to our stakeholders.

Goal Area 5 - Resources
With 200 employees and 400+ student workers, the Division manages a diverse workforce across a variety of disciplines that serves and supports students in nearly every facet of their collegiate lives. The Division utilizes financial resources from a variety of sources including mandatory student fees, retail sales, O&M, and some outside funding via grants and donations. We also oversee a very large physical resources portfolio that includes housing facilities, dining facilities, event and hospitality space, recreational facilities and fields, parking lots, medical and other equipment, and much more. Considering the scope of resources for which we are responsible, we will:

5.1 Apply an innovative approach in developing and managing human, financial, and physical resources with a focus on students and sustainability.

5.2 Expand access to available resources and distribute them equitably to university constituents.

Fall, 2019
5.3 Strategically cultivate internal and external relationships that enhance the student experience.

We have mapped the revised Student Life goals to the revised UMD goals in order to ensure that Student Life’s plan supports the strategic direction of the University. This mapping is found Appendix D.

**Next Steps**

In 2019-2020 each Student Life department and committee will have the opportunity to map their strategic plan goals to the revised Student Life goals. This work will be reflected in the unit’s strategic plan for 2020-2021.
Strategic Planning 2018-2024

Goal Area 1 - Learning
Group Leader: Corbin Smyth

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<th>Round 1</th>
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<td>Julie Westlund</td>
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1. Start with a discussion of Goals 1.1 and 1.2. How are they working? How relevant are they to our work? How relevant are they to UMD? How relevant are they to our students?

2. Goal 1.2 has a relatively few number of units mapping to it. Why do you think that is? Are there other ways to incorporate a student affairs model of practice in our Strategic Plan? What ways might we think about weaving a student affairs model of practice in our work?

3. Is Goal Area 1 a place where we could more clearly center student success/retention/persistence? How might that look?
4. How do our learning goals position us with our colleagues in Academic Affairs? Is that important, and if so, why (or why not)?
Strategic Planning 2018-2024

Goal Area 2 – Cultural Competence
Group Leader: Susana Pelayo-Woodward

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<td>Erica Sherlock-Thomas</td>
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1. Start with a discussion of Goals 2.1 and 2.2. How are they working? How relevant are they to our work? How relevant are they to UMD? How relevant are they to our students?

2. There are distinctions between 2.1 (training and education) and 2.2 (programs and activities). In addition, 2.1 includes Student Life staff. Are these distinctions important? Why (or why not)?

3. Is cultural competence the right focus? Why? What other options might we consider?

4. How do our cultural competence goals position us within UMD? Is that important, and if so, why (or why not)?
1. Start with a discussion of Goals 3.1 and 3.2. How are they working? How relevant are they to our work? How relevant are they to UMD? How relevant are they to our students?

2. There are distinctions between 3.1 (programs and services) and 3.2 (environment). Are these distinctions important? Why (or why not)?

3. While our work includes a number of efforts related to staff wellness (employee engagement, QuickCare, RSOP programs for employees, and organizational resilience), staff (and particularly our staff) aren’t included in our goals. Is this something we should consider? Why (or why not)?
4. How do our wellness goals position us within UMD? Is that important, and if so, why?
Strategic Planning 2018-2024

Goal Area 4 – The Student Life Experience
Group Leader: Jeni Eltink

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1. Start with a discussion of Goals 4.1, 4.2, and 4.3. How are they working? How relevant are they to our work? How relevant are they to UMD? How relevant are they to our students? How relevant are they to other important stakeholders?

2. There are distinctions between 4.1 (excellent service), 4.2 (communication), and 4.3 (continuous improvement). Are these distinctions important? Why? Does communication belong in Goal Area 4?

3. Goal 4.3 includes two concepts – continuous improvement and relationship building. Is it working to put those two concepts together? Why (or why not)?
4. How do our “Student Life Experience” goals position us within UMD? Is that important, and if so, why?
Goal Area 5 - Resources
Group Leader: Erica Sherlock-Thomas

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1. Start with a discussion of Goals 5.1, 5.2, and 5.3. How are they working? How relevant are they to our work? How relevant are they to UMD? How relevant are they to our students?

2. In this Goal Area there are distinctions between 5.1 (approach to using resources), 5.2 (stewardship/collaboration), and 5.3 (public/private partnerships). There is a lot going on in this Goal Area! There might be overlap between these goals. Are the distinctions important? Why (or why not)? Do they make sense? How might this Goal Area be streamlined?

3. Is Goal Area 5 a place to focus more clearly on sustainability? How might that look?
4. Who are the other stakeholders who might have interest in Goal Area 5? Are there needs appropriately considered in the current goals?
### Goal Area 1: Learning

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<th>Name</th>
<th>Role</th>
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<tr>
<td>Katie Jackson</td>
<td>Convener</td>
<td>OSCCR</td>
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<tr>
<td>Sue Holm</td>
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<td>CIS</td>
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<td>Mollie Nelson</td>
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<td>Alumni Relations</td>
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<td>John Schmidt</td>
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<td>H&amp;RL</td>
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<td>Emily Borra</td>
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<td>Alexis Austin</td>
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### Goal Area 2: Cultural Competence

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<tr>
<td>Susana Pelayo Woodward</td>
<td>Convener</td>
<td>ODI</td>
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<td>Ashley Singleton</td>
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<td>Rachel Wada</td>
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<td>Melody David-McKnight</td>
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<td>Sherrill Yeaton</td>
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<td>CIS</td>
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<tr>
<td>Ann Pellant</td>
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<td>UMD Stores</td>
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<tr>
<td>Emily Drevlow</td>
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### Goal Area 3: Wellness

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<td>Amanda Doperalski</td>
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<td>H&amp;RL</td>
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<td>Dori Decker</td>
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<td>Tim Bates</td>
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<td>Noah Kramer</td>
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<td>Mat Gilderman</td>
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<td>Steph Knoppa</td>
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### Goal Area 4: Student Life Experience

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<tr>
<td>Jeremy Leiferman</td>
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<td>Lucas Chubiz</td>
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<td>CIS</td>
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<td>Julie Visger</td>
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<td>Alumni Relations</td>
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<tr>
<td>Jesse Trelstad</td>
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<td>UMD Stores/Print Shop</td>
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<tr>
<td>Zak Rakke</td>
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<td>H&amp;RL</td>
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<tr>
<td>Brenna Hucka</td>
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<td>OSCCR</td>
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<td>Chris Severson</td>
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### Goal Area 5: Resources

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<tr>
<td>Matt Duffy</td>
<td>Convener</td>
<td>Alumni Relations</td>
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<td>Lisa Norr</td>
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<td>Student Life Operations</td>
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<td>Amanda Perrin</td>
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<td>H&amp;RL</td>
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<td>Lesa Radtke</td>
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<td>Pat Kohlin</td>
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<td>Joel Sanderson</td>
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Goal Area 1 - Learning

Group Convener: Katie Jackson
Group Members: Alexis Austin, Sue Holm, Mollie Nelson, John Schmidt
Additional consultation occurred with the following departments: Kirby Student Center, Office of Diversity and Inclusion, Dining Services, Disability Resources, and Health Services

Learning is the lifeblood of student affairs work. As such, goal 1.1 maintains relevance for our daily work and for our institution. The intention behind Student Life’s structures is likely not apparent to all students, all the time. It’s our responsibility, as student affairs professionals, to probe students to assist in making connections between their experiences in our departments and their academic, personal and professional aspirations. To improve this goal, we propose noting that the student population needs are always changing, which requires us to be innovative. Further, our Division has responsibility for lifetime engagement, so we suggest modifying this goal to reflect these expanded aspirations.

Goal 1.2, is an ideology more than a goal. The Division of Student Life is parallel to a teaching hospital -- we employ students to embrace our mission and multiply our efforts, which synchronously provides them with valuable learning opportunities. The language within this particular goal could be more inclusive by explaining the ideology, rather than naming it. This approach particularly benefits students and staff who have not read ‘One Size Does Not Fit All.’ It’s observable that all Student Life departments employ students to carry out their mission -- through student employment and student leadership and engagement opportunities. At the same time, these opportunities are not equally available to all students as some students may not see themselves fitting into these positions, and others have needs that are best met in different ways, sometimes off campus. Despite these shortcomings, this ideology has some relevance to the aspirations the Division identifies in goals 1, 2, and 3. We propose shifting Goal 1.2 to become an introduction to the ‘Engaging Students’ category of Student Life’s strategic plan. With the addition of this introduction, we also see an opportunity to call out our role in retention, engagement, and success through goals 1, 2 and 3.

Former language:

Engaging Students
Goal Area 1 - Learning
1.1: Create engaging, purposeful learning experiences that are sustainable and integral to our students’ academic, professional and personal development and success.

1.2: Aspire to utilize the Student-Driven Model* of student affairs practice, foster student development in terms of UMD’s learning goals and outcomes.

**Proposed language:**

**Engaging Students:**

In our work of engaging students, we will position, prepare and support staff to involve and empower all students within the Division’s work. We will also create, enrich and value an individualized student experience, that may extend beyond our Division, that promotes retention, engagement, and academic success.

**Goal Area 1 - Learning**

1.1: Meet the ever-changing needs of students through engaging, purposeful learning experiences that are integral to our students’ academic, professional and personal development and success at UMD and beyond.

**Discussion**

1. Start with a discussion of Goals 1.1 and 1.2. How are they working? How relevant are they to our work? How relevant are they to UMD? How relevant are they to our students?

- These goals are the core spirit of student affairs work
- Some of our departments create learning experiences while others support learning experiences (i.e. UMD Stores, dining)
- Debrief or feedback is happening with student workers when they complete tasks – give tasks and then process the tasks with feedback
- Transferable skills are learned through student employment
- Alumni relations student workers have a daily task log of all things students do throughout every shift – To help them identify transferable skills, they are charged with looking at each task and connecting it to something they are interested in or that relates to their major – students forget things and seeing it on paper helps them to identify transferable skills – supervisor needs to probe and go one step further to help them make these connections – helping them to identify impacts – Student workers support us and our gift to them is an identification of all the things you are capable of
• When we recruit – we tell prospective students they are going to get a holistic experience. If we don’t provide that, we are doing a disservice to the students we recruit.
• 1.2 is probably unclear, especially to a student audience
• The intention behind Student Life structures is probably not apparent to students all the time
• Getting student feedback about our structures is part of the student-driven model
• 1.2 -- We are like the Mayo Clinic – a teaching hospital - students we employ learn while providing necessary service to others.

2. Few Student Life departments map a unit goal to Goal 1.2. Why do you think that is? Are there other ways to incorporate a student affairs model of practice in our Strategic Plan? What ways might we think about weaving a student affairs model of practice in our work?
  • Sounds like an ideology more so than a goal
  • The wording is technical and clunky
  • People probably don’t realize or know this is one out of 16 possible models UMD has selected from “One Size Does Not Fit All”
  • We empower students to embrace and execute the mission, which aligns with the student drive model of Student Affairs practice
  • Could we have a Lunch on a Mission that helps us identify ways to connect with this model?
  • There could be some in and out groups – some who know what this means, and others who don’t – we need to be more inclusive of those who may not have studied student affairs -- many folks in our Division did not.
  • We don’t need another flyer/ e-mails – it’s nice to see things – but it just becomes noise/ lip service
  • Would there be a benefit to including more explanation in the ‘engaging students’ category? Could this be a place to call out and explain the student-driven model?
    • This model has relevance goals 1, 2, and 3.
    • It’s observable that many areas employ students to carry out their mission.
    • We could move Goal 1.2 to be an introduction to Engaging Students

3. Is Goal Area 1 a place where we could more clearly center student success/retention/persistence? How might that look?
• Don’t want to include retention for retention sake
• If they want to be here, they should feel that they have a sense of belonging in their learning.
• This is the essence of why Student Life exists -- it’s a foundational piece of our work.
• We all navigate the challenging and ambiguous problems that students face
• Our goals are big-picture -- so it might be appropriate to mention these concepts in our introductory statement to the ‘engaging students category.’

4. How do our learning goals position us with our colleagues in Academic Affairs? Is that important, and if so, why (or why not)?
   • It is important
   • On this campus, we hear about the gap between faculty and staff -- any way to bridge the gap is important
   • When I interact with students, my feeling when I work with students 1:1, there is a distinction in how they are treated by our Offices vs. how they are treated in class -- i.e. - there are faculty on the campus who promote their classes as weed-out classes
   • Faculty have power -- they were historically the first component of higher ed
   • There’s always been a divide between faculty and staff human resource-wise
   • I don’t feel as comfortable confronting faculty as I would with staff
   • The tenants of student affairs lend themselves to building collaborations more than academia. It’s on us to bridge the gap, and it’s important that we dedicate effort, without as much expectation from faculty in this regard.
   • Living-learning communities that are intentional (Biz-dogs) are great, but they take a lot of buy-in from the faculty side
   • What can we provide faculty to help advance our/their initiatives
   • Information-sharing and having relationships is key
   • We are intentional about getting on committees to be in the same space and interact with faculty
   • Could Career and internship services host a living-learning community for undecided students?
   • Is Academic Affairs reviewing their strategic plan right now, too? Do they have one that is distinct from the institution’s strategic plan?
Goal Area 2 - Cultural Competence
Group Convener:
Susana Pelayo-Woodward, Office of Diversity & Inclusion

Group Members:
Ann Pellant, UMD Stores/Print Services/UCard
Ashley Overman, Housing and Residence Life
Emily Drevlow, Office of Diversity and Inclusion
Melody David-McKnight, Recreational Sports Outdoor Programs
Rachel Wada, Housing and Residence Life
Sherrill Brodin Yeaton, Career and Internship Services

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Summary of Process

Committee Meetings: Goal group 2 met a total of six times as a group, we reviewed the current Goal 2. We started by each of us answering the following questions:

- Start with a discussion of Goals 2.1 and 2.2. How are they working? How relevant are they to our work? How relevant are they to UMD? How relevant are they to our students?

- There are distinctions between 2.1 (training and education) and 2.2 (programs and activities). In addition, 2.1 includes Student Life staff. Are these distinctions important? Why (or why not)?

- Is cultural competence the right focus? Why? What other options might we consider?

- How do our cultural competence goals position us within UMD? Is that important, and if so, why (or why not)?

Feedback from Most Student Life Units: We decided to reach out to other units in Student Life to get a broader perspective of what others in the unit thought about Goal 2. We sent out a google form to gather feedback and also offered time and space to have conversations in person.

These are the questions that our group decided to ask the units. We summarized the feedback received in this document but for complete answers to the questions please see Appendix A.

- How are Goals 2.1 and 2.2 working? (goals 2.1 and 2.2 were listed at the top of the google form). What does this look like in your department?

- Should we continue to use the term cultural competence? If not, what would be better?
Committee Discussion, Feedback, and Response Summary

Our group was charged with these questions. Below is a summary of our thoughts on the questions. We each answered the questions individually before coming together to have a larger conversation.

1. Start with a discussion of Goals 2.1 and 2.2. How are they working? How relevant are they to our work? How relevant are they to UMD? How relevant are they to our students?

The group and respondents seem to think that overall Goals 2.1 and 2.2 are working well, and are highly valuable and necessary to our work, students, and UMD. Staff in Student Life are very aware of training and events focusing on Goal 2 and indicated participating in a variety of these offerings. Please reference their valuable feedback and suggestions, summarized below under Unit Feedback: Question 1.

2. There are distinctions between 2.1 (training and education) and 2.2 (programs and activities). In addition, 2.1 includes Student Life staff. Are these distinctions important? Why (or why not)?

Yes, it was determined that distinctions between 2.1 and 2.2 are important, and the Goal Group recommends a third distinction. Additionally, we have provided recommendations to reword 2.1 and 2.2 that may better capture the intention behind these goals. Please see Committee Suggestions: Question 2 below.

3. Is cultural competence the right focus? Why? What other options might we consider?

We sent this question out with the unit survey as well. An overall theme was that cultural diversity/competency/inclusion is not a SKILL you acquire… the term should express that this is a journey. Please see Unit Feedback: Question 3 for the recommendations our committee and units offered.

4. How do our cultural competence goals position us within UMD? Is that important, and if so, why (or why not)?
As Student Life, we are the division on campus that focuses on the holistic development and support of our students. Students are at the center of what we do in SL making it essential that we are genuinely committed to embracing Goal 2 and expanding our knowledge and mindset; thus, through our efforts, we can allow for multiple experiences, stories, and perspectives to be supported and validated. We are well positioned in SL to do equity, diversity, and inclusion work because we are so connected to students and their overall development. In many ways, SL can be leaders in this goal area across campus.
Unit Feedback

We sought broader feedback from all Student Life Units using the following questions. We sought to understand how goals 2.1 and 2.2 are manifesting within units and how the current focus of cultural competency fits for the varied departments within Student Life. The questions were presented as follows:

- **Question 1:** How are Goals 2.1 and 2.2 working? (Listed at the top). What does this look like in your department?
- **Question 2:** Should we continue to use the term cultural competence? If not, what would be better?

Unit Feedback: Question 1

Twenty-nine people responded, representing 12 of 14 Units. Most respondents seem to think that Goals 2.1 and 2.2 are working well, and are highly valuable and necessary. Units reported that they promote training, activities, and independent learning opportunities, encourage and allow leave time for staff to participate in diversity and inclusion workshops, commissions, and committees on campus. One person wrote that their supervisor has created a workplace that supports discussion about diversity and inclusion. Unit initiatives include purchasing and displaying inclusive artwork, asking students and staff to identify pronouns, updating forms with inclusive pronouns, identifying gender-neutral bathrooms. Someone noted that they appreciate that reading selected books or attending activities outside of the university are opportunities that count for Goal 2 work.

Here is a summary of other good things that are happening in units around Goal 2:

- Included question about diversity in our student staff interview procedures
- Use student staff meetings as a check in around inclusion and events: are we seeking outside voices, who is not at the table, how can this event be more inclusive to all groups, etc.?
- Included more inclusive language in unit’s values statements

Respondents highlighted challenges and areas for growth and recommendations:

- Seem to be limited to just programming and education. There is no action statement on the goal.
- As many sessions/workshops state, in the beginning, these are just the starting points to these conversations. I am often left wondering where to go from there.
- Better opportunities for a staff member to attend workshops and better learning opportunities
- Finding/making time to attend trainings is challenging for some
• knowledge of student co-curricular activities
• Inclusive interview questions
• Challenge for people (staff and students) tasks to attend trainings, or be part of some meetings (dining services meal times, bookstore/facilities staff, etc.)
• How often do trainings/programs/events happen outside of 8am-4:30pm? (both for students and staff?)
• Offer trainings and lunch on mission sessions at a variety of times throughout the day (so everyone can attend)
• 2 pm 3 pm 4 pm, are great times to have~ a snack on a mission or round tables discussions.
• Trainings during meal times probably exclude dining services from attending.
• We try to give staff the opportunity to participate but often run into scheduling conflicts with business needs.
• Setting goals to attend more of these opportunities with a manager or supervisor may be helpful, but then that time needs to be made available for them to attend.
• Having to find someone to cover a shift in order to attend training makes it hard.
• 2.2 I am not aware of curricular opportunities for students.
• Engage the staff to want to attend goal 2 sessions.
• The education, learning, and programming goals are probably still valid - but what about goals around ensuring and increasing access for all students to our programs and services?
• There are people who are set in their ways or their own belief system and only go to these because they have to go. Some people don't like being forced to go. People don't like it being on their work review, really those that aren't getting anything out of it are just going to write anything, therefore it really doesn't bear much weight on your appraisal.
• One person stated that for 2.2, they don't know what we're being asked to do.
• Try to incorporate the spirit of these goals in the programs and communications we create for alumni.

Unit Feedback: Question 2
Should we continue to use cultural competence? Why? What other options might we consider?

In the table below, a list of words/terms can be found that were suggested and gathered from the unit feedback in place of the term cultural competence.

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<thead>
<tr>
<th>Diversity &amp; Inclusion*</th>
<th>Cross-Cultural Understanding</th>
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<tbody>
<tr>
<td>Cultural intelligence</td>
<td>Cross-Cultural Sensitivity</td>
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<tr>
<td>Cultural commitment</td>
<td>Cross-Cultural Responsiveness*</td>
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<td>Cultural awareness</td>
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<td>Cultural promise</td>
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(*) Indicates a high volume of recommendations for this terminology in feedback from units.
Recommendations

Based on the conversations we had as a committee and the feedback we received from other Student Life Units we are making the following recommendations:

- 2.1 Change language to include more about access, lifelong learning, and further encourage and/or define expectations, accountability, and buy-in for staff development around Goal 2.
- 2.2 Change language to include more about engagement, access, and lifelong learning. Move away from the term “cultural competence”.
- 2.3 Add a third section (2.3) about evaluating how Student Life is making measurable, systematic changes towards inclusive excellence.

Committee Suggestions

Below we have included suggestions on language for the subsections of Goal 2. These suggestions include things that we were considering as we suggested this language, things that we think are important, and reasoning for adding a third subsection. Some sections have multiple suggestions for language.

Suggestions for 2.1

2.1: Provide and promote education, resources, and training opportunities on equity, diversity, and social justice for the division’s professional staff and student staff.

Things to consider:
- Something about creating buy-in, you can promote without having buy-in (another way this feels like box checking)
- Lifelong learning and ongoing learning, we are going for a journey - not asking them to reach a destination
- Is every unit expected to provide and include training - how are SL departments held accountable for carrying this out?
- We wanted this goal to focus on staff development - both professional staff and student staff

Suggestions for 2.2

Main suggestion:
2.2: Create and infuse a culture of support, engagement, and inclusion when providing services, creating co-curricular programming, and facilitating activities for student development.

Other Suggestions:
2.2: Create and infuse co-curricular programming, provide services, and facilitate activities to support, engage, and increase access to students in their learning and development towards inclusive excellence.

2.2: Infuse co-curricular programming and services with components that create engaging learning opportunities about diversity, equity, and inclusion / towards inclusive excellence / about cross-cultural learning.

Things to consider:
- Shifting language away from programming/activities and more to student support and engagement because in SL we have the opportunity to reach students at more places than just programming and activities
- We also want to increase access of these development and learning opportunities to students
- Lifelong learning and ongoing learning, we are going for a journey - not asking them to reach a destination

**Suggestion - new subsection 2.3**

2.3 Constantly evaluate and innovate policies and procedures within Student Life to make systematic changes toward inclusive excellence.

The purpose for adding this subsection:
- To get at systemic changes (hiring procedures, more diverse meal options, inclusive forms, diverse product selection, how we onboard new student and professional staff, changing systems to provide easier access to trainings, etc.)
- How can we keep getting better? A lot of goal 2 work is important, but if we aren’t evaluating the systems in place then a lot of the work that we are doing isn’t permanent and doesn’t get at the root of what we are trying to work on.

Things to consider:
- Foster an environment where people feel comfortable to speak up and share their points of view
- What metrics would go along with this? How do we make this measurable and achievable for all?
- Can be framed in a variety of different ways for different departments
- Consider: Interview processes, Search committees, Training, Recruitment, and retention

**Suggestion - Replacement of the term cultural competence**
- We don’t necessarily have an ideal replacement for the term cultural competence, but we discussed strongly feeling like it needed to be replaced.
- We came to the conclusion that we did not want ‘culturally’ to be included in the replacement term because oftentimes, the word cultural is associated with a country or a nation. We believe that goal 2 should be more direct and inclusive of the overall goal because it aims to get at so much more.
- We like the idea of working towards inclusive excellence.
- We also appreciated the terms diversity, inclusion, social justice, and equity.
- If more suggestions are needed, please refer back to the table on page 7 to see what the unit feedback suggestions were for replacing the term cultural competence.
APPENDIX A

1. How are Goals 2.1 and 2.2 working? (Listed at the top). What does this look like in your department?

We actively promote training, activities, and independent learning opportunities (e.g. readings, webinars, etc.) to staff and, when appropriate, student workers on the team. We do not work directly with students, so that element of the goal does not apply. However, we do try to incorporate the spirit of these goals in the programs and communications we create.

2.1 - Very well. All of the staff are encouraged to participate in the diversity opportunities on campus. Our management team is 100% behind goal 2 and have created a workplace that supports discussion about diversity and inclusion, to bring up topics for education, and allowing for leave time to do goal 2 work on campus. We had reviewed our values a couple of years ago and have incorporated more inclusive language. We also have pictures, art, sayings and posters that promote inclusivity. 2.2 - We are a department but do incorporate culture in forms, support culture during our sessions and clinical interventions. Another areas in our department may do more but not sure at this time

We think this goal is highly valuable and necessary, and we are intentional in our department about implementing initiatives and programs that directly support cultural competence, inclusion and respect. This has taken the form of: Staff participation on campus commissions and committees that inform policies and climate to include the GLBTAQI+ Commission; the Sexual Assault Response Team; the Sexual Assault, Relationship Violence and Stalking Committee; and the Commission or Equity, Race and Ethnicity. We have implemented initiatives that ask students to identify pronouns and preferred names when registering; created/purchased inclusive artwork; and have identified our bathrooms as gender neutral. We provide training to students on consent and sexual assault prevention; inclusive, comprehensive sexual health; and bystander intervention that includes identifying and interrupting macroaggressions. We are also intentional about bringing goal 2 into our staff conversations, relationships, continuing education, retreats, and in-service opportunities. Our department is supportive of staff attending workshops and activities that aim to further cultural competence and connection.

I believe we have made goal 2 a priority in our department. Forms have been altered to include inclusive pronouns and preferred names; art work has been created by one of our staff aimed at diversity in body size, race, ethnicity, gender, etc; training of peer educators to use inclusive language when discussing topics; classroom presentations on sexual health, substance use prevention and sexual misconduct include information on gender binary.

These goals are working really well in my department. The team is genuinely committed to goal 2. It helps to have a someone who has deep passion for these goals on our team. This helps the team to always keep Goal 2 top of mind and informed and aware of opportunities.

Both goals say that they will provide and promote programming and learning but there’s not an action associated with them. What do you want people to do/learn from programming or trainings? Maybe add an action to the goal. For example, “Provide and promote... in order to increase cultural sensitivity to and apply that knowledge in working with diverse populations?” Or to increase skills and sensitivity in working with diverse populations? Something like that?

They seem to be working fine. Department is inclusive.
I believe the goals are working great. Always can be improved with better opportunities for staff member to attend workshops and better learning opportunities.

We continue to discuss opportunities on how we can obtain information on Goal 2 by attending or seeking offering sessions for staff to work together when able by learning and promoting an inclusive culture on the UMD campus. (Offer lunch on mission sessions at different times throughout the day, so everyone can attend) 2 pm 3 pm 4 pm, are great times to have a snack on a mission or round tables discussions. Engage the staff to want to attend goal 2 sessions.

I think these goals are regularly achieved by our department and by many (if not all) departments in Student Life. However, they seem to be limited to just programming and education. Student Life has the ability to have significant impacts on campus climate more broadly and these goals fail to capture that bigger picture. The education, learning, and programming goals are probably still valid - but what about goals around ensuring and increasing access for all students to our programs and services?

I think they work well. I am not sure if the reason we do things around cultural competency, equity, diversity, social justice, etc. is only because of these goals or if we look to these goals to benchmark the work we do, but we are certainly in line with these goals. We train staff on issues related to equity and diversity, we put on programming that engages with students around equity and diversity.

In our department we have a wide variety of cultural differences and we try to engage and support all that we are aware of to be culturally competent. We are an equal opportunity employer. Gender identities is one we try within our department to support and use the correct pronoun for. We offer name tags to be labeled how each individual wishes and we try to communicate staff and student wishes on how they are approached. We offer options for students from a variety of cultures. We offer those with physical disabilities the proper distances to maneuver in our space and offer help if they need or wish assistance. We are sensitive to include all cultures of music played on our Pandora radio during certain times of the year. There is always room for more education.

I feel it's going well. I can look back at when I started in 2006 and see a profound change in the campus climate for the better.

Fairly well.

We try to give staff the opportunity to participate, but often run into scheduling conflicts with business needs. I am not aware of curricular opportunities for students.

I think they are working just fine. I am able to participate in training each year that helps with expanding the Goal 2 in my area. This has helped lead to things like the implementation of using preferred names.

Personally I love and appreciate these activities because they are important to me and even though I feel that I do have some knowledge, every time I attend these events I learn something new, see a different perspective, a new statistic, or a new way to think about something. If people truly want to learn or expand their horizon, this is a good way to do it. That being said, there are people who are set in their ways or their own belief system and only go to these because they have to go. Some people don't like being forced to go. Also people don't like if
being on their work review, really those that aren't getting anything out of it are just going to write anything, and therefore it really doesn't bear much weight on your appraisal.

I personally enjoy the opportunities that are offered to learn and grow in the areas of equity, diversity, and social justice. As many sessions/workshops state in the beginning, these are just the starting points to these conversations. I am often left wondering where to go from there. As this is a good start to achieving more cultural competence in our units, there is room for improvement, growth, and more opportunities. One setback for employees, can be finding (or making) the time to attend these sessions and learning opportunities. Setting goals to attend more of these opportunities with a manager or supervisor may be helpful, but then that time needs to be made available for them to attend.

Goal 2.1 - We are given many opportunities to participate in training related to equity, diversity and social justice. More OED sessions seem to be offered this year than in the past. The Summit in February has a wide variety of offerings. The manager encourages staff to participate and forwards e-mails to us whenever there is an upcoming opportunity.

Goal 2.2 - Not sure about this one in our department. We try to provide options that appeal to many cultures.

2.1: Many people have been attending multiple sessions. The majority enjoy these sessions. There are a few, however, that have not had such exposure previously and are uncomfortable with these sessions. Especially ones that have group activities/communications. I personally enjoy attending a variety of sessions. I attain better tools to help with communicate with co-workers & customers.

2.2: I don't know what you are asking for.

We put an emphasis on attending Goal 2 related trainings and sharing what we learn with colleagues, student staff, and SL Change Team. Included question about diversity in our student staff interview procedures. Encourage use of pronouns by our student staff and at events and programming that we host and in email signatures. Use student staff meetings as a check in around inclusion and events: are we seeking outside voices, who is not at the table, how this event can be more inclusive to all groups, etc.

I think it is working for people that can easily go to these classes. I feel that having to find someone to work for me makes it hard. I like that you included reading books and extra things outside of the university as things that count

I think in our unit we pay attention to Goal 2 well. We have student employee training focused on Goal 2. We do outreach associated with underrepresented groups on campus. We are allowed to attend events that would promote Goal 2 and understandings around Goal 2. We are encouraged to actively participate in cross-cultural events and broaden and deepen our understandings of cultural differences, equity, diversity and social justice issues. Such issues are at the forefront of how we carry out our work at the university.

Our department has opportunities to both proactively and reactively do work in relation to our campus climate.

I feel there are plenty of opportunities for resources at a manager level. However with the length of the offerings it is not truly an opportunity for hourly staff.
Providing an inclusive experience and to promote understanding and appreciation of different cultures and lifestyles, while striving for complete satisfaction. Providing an inviting environment with open honest conversations between cultural groups and ourselves to create options for cultural events that satisfy people within university and policies for safe practice. Learning from other cultures who show up.

We embed these goals into our normal work.

2.1 we focused on incorporating how sustainability issues impact people, both locally and globally. For example, the greatest impacts from global climate change are expected to impact the people with the fewest resources to adapt and recover, making climate change an equity issue. We did an event about the 17 UN Sustainable Development Goals, focused on social impacts of climate change and other large environmental issues.

2.2 we make efforts to share messages on environmental issues and global climate change from diverse voices, including women and people of color in STEM fields.

I think in our unit we pay attention to Goal 2 well. We have student employee training focused on Goal 2. We do outreach associated with underrepresented groups on campus. We are allowed to attend events that would promote Goal 2 and understandings around Goal 2. We are encouraged to actively participate in cross-cultural events and broaden and deepen our understandings of cultural differences, equity, diversity and social justice issues. Such issues are at the forefront of how we carry out our work at the university.

As one of the main recipients of campus climate reports, we have opportunities to both proactively and reactively do work in relation to our campus climate.

I feel there are plenty of opportunities for resources at a manager level. However with the length of the offerings it is not truly an opportunity for line level staff.

Providing an inclusive experience and to promote understanding and appreciation of different cultures and lifestyles, while striving for complete guest satisfaction.

Providing an inviting environment with open honest conversations between cultural groups and ourselves to create dishes for cultural events that satisfy our customers within university and health code policies for safe practice. Learning from our customers and guests on dietary restrictions and beliefs.

We embed these goals into our normal work.

2.1 we focused on incorporating how sustainability issues impact people, both locally and globally. For example, the greatest impacts from global climate change are expected to impact the people with the fewest resources to adapt and recover, making climate change an equity issue. We did an event about the 17 UN Sustainable Development Goals, focused on social impacts of climate change and other large environmental issues.

2.2 we make efforts to share messages on environmental issues and global climate change from diverse voices, including women and people of color in STEM fields.
2. Should we continue to use the term cultural competence? If not, what would be better?

Good question! It's a term I had not heard until working at UMD. To me, the use of "competence" implies that we are trying to reach an acceptable baseline of knowledge or understanding. I think we should always strive for something higher than acceptable. With that in mind, I would probably rephrase if it was up to me.

"No"

Diversity and Inclusion

Connecting across difference"

Cultural Competence, Relationships and Respect resonates with me and highlights more directly some important features of cultural competence...but this might be redundant.

Perhaps Cultural Commitment or Promise

"I think the term "competence" implies that you reach a certain level of competency and then you're "done". But as we know from ILD we are never done. So I'm wondering if there's a better term like Intercultural or Cross-Cultural understanding, sensitivity or responsiveness.

Whatever term(s) used, as long as it defines what we mean. So I think about "Identity development & empathy building" but if that's not what we actually want, then requesting that be the title doesn't make sense. For instance, in my department we spoke about how inclusion can assume assimilation and how some of us weren't fond of the idea of assimilation, but if that's what we're actually trying to accomplish based on what we provide as a product, then we should name it as such.

It sounds so mediocre. I do not have a recommendation on what term to use.

Cultural Appreciation

Cultural Respectful

The term "cultural competence" seems to be limiting in scope to what might be included in an equity/diversity/social justice goal. As mentioned in my comment above, I think there is so much more that we as Student Life are doing and could be doing that is not captured in the existing goal statements.

Cultural competence in my opinion is pretty weak. Terms like cultural humility, social justice, inclusivity, or inclusive excellence have a little more heft and opportunity to do more and challenge more than just doing things like "make sure you don't use racial slurs in front of people of color." But I think it is also important to be real about where we are at as Student Life and what work will actually get done, because hefty terms also signal to marginalized folx that work is being done to really support them and dismantle systems of oppression, which is work Student Life should be doing, but if we aren't we don't want to create false expectations or promises to have marginalized students show up and be like "what? I thought y'all did this work or understood this?" So I think we need to be honest about the work we are doing as a unit, though individual departments are free to do more than the goals, we want to accurately reflect where the unit is at and then create a goal(s) that pushes them to that next step in the journey
I think cultural competence is fine.
I feel the term is good. The only other word that I think would represent the definition would be: proficiency.
Cultural Understanding instead.

yes

The term seems just fine to me

I don't like that term it makes me feel like you think we're idiots. Cultural Understanding, Cultural Awareness, Culture Club (get it), Culture-What Is It good luck

The term Cultural Competence seems really broad. Goal 2 seems to be more directed toward Equity, Diversity, and Social Justice and not as much on the wider understanding of cultural differences and competency of them.

I am indifferent on the term cultural competence.

I don't necessary care for that term. It's like telling someone they are "competent". Not bad but not good either. Maybe cultural enriched? Or something along those lines that carries a more positive feeling.

"No, I think competence is a misnomer -- as if you somehow arrive at the finish line of cultural awareness and inclusion by attending a certain number of trainings, etc.

Better options: cultural development, diversity and inclusion development, any other synonym for development that denotes one is on a journey or a path and the path is the goal -- not the end of the path. Goal 2 requires lifelong willingness to learn, educate, and incorporate new things as they come up."

Sure

"Perhaps better terminology could be:
cross-cultural competence or
cultural intelligence

although I'm not sure a single term or terminology could capture everything we mean or want it to mean."

"I think competence suggests that our cultural journeys are finite. I might suggest cultural development instead?"

Thanks Susana!!"

I am fine with the term.
I believe it working.

No, this implies cultural diversity is some sort of SKILL you acquire. I think a better term is inclusion.
Goal Area 3 - Wellness
Group Convener: Mick McComber
Group Members: Tim Bates, Dori Decker, Amanda Doperalski, Mat Gilderman, Steph Knoppa, Noah Kramer

Goal Group 3 evaluated the existing goals, reviewed the provided questions, and participated in several meetings to discuss the state of wellness at UMD. Wellness is a broad and critically important topic. **Wellness is a retention issue.** If students aren’t well, they aren’t going to succeed/flourish. Wellness is a critical component of retention and student success. **Wellness is a performance issue.** If employees aren’t well, they aren’t going to perform effectively and to their full capabilities. Student Life’s role in furthering Wellness at UMD needs further examination and work.

Current Student Life Wellness Goals:

3.1 Foster students’ well-being through educating, engaging and empowering their physical, social, environmental, spiritual, intellectual, emotional and financial success.

3.2 Develop physical spaces, programs and services that support an exceptional environment for student wellness.

1. Start with a discussion of Goals 3.1 and 3.2. How are they working? How relevant are they to our work? How relevant are they to UMD? How relevant are they to our students?
   - Need to define the difference between “Wellness” and “Well-being”. Initial interpretation is Wellness is the big picture plan and Well-being pertains to the individual. The aspect(s) of well-being that need attention will vary from individual to individual. Meaningful engagement in wellness can’t be approached in a one size fits all manner.
   - Some students are over-programmed and over-involved. How are we
addressing work/life, school/life balance?
- Self-reflection is a component of well-being
- Wellness is too fragmented on this campus….no clear coordinated direction
- Should Leadership and Advocacy be part of the goal?

2. There are distinctions between 3.1 (programs and services) and 3.2 (environment). Are these distinctions important? Why (or why not)?
- Given the budget climate, development of the kinds of physical spaces we need are unlikely in the short term (health services, recreation/wellness)
- In terms of environment, how do we weave Wellness into everyday campus life?
- Some students do not function well in an activity fair environment, how do we reach them?

3. While our work includes a number of efforts related to staff wellness (employee engagement, RSOP programs for employees, and organizational resilience), staff (and particularly our staff) aren’t included in our goals. Is this something we should consider? Why (or why not)?
- This is a topic for another time. An increased commitment to employees would require additional resources (funding/staffing/facilities). This work group focused primarily on student wellness.

4. How do our wellness goals position us within UMD? Is that important, and if so, why?
- Not sure that we receive the acknowledgement or respect for our role in fostering wellness at UMD….academics either isn’t aware of chooses to not acknowledge. This is reflected in Wellness being absent from UMD Strategic Plan.
- What is UMD’s definition of Wellness? What is our Wellness Wheel? Right now it is unclear and many entities are going their own direction

**Recommendations:**

1) Convene a work group to continue refining Student Life and UMD wellness initiatives.
2) Define what Wellness means at UMD. A common definition and understanding is needed, without this “Wellness” is largely reduced to a catch-phrase. Once defined, incorporate wellness into Seminar curriculum.

3) Explore the role Wellness plays in retention and student success.

4) In terms of student involvement, utilize Bulldog Link to find out what a student wants then find a way to connect them...kind of like “Match” for student involvement.

5) Consider the following revisions to current Student Life Wellness Goals:

3.1 Foster student and employee well-being by providing resources that best support each individual’s physical, social, environmental, spiritual, intellectual, emotional, and financial success.

3.2 Develop programs, services and physical spaces that support a holistic and inclusive environment that contributes to the well-being of the UMD campus community.

3.3 Provide leadership and advocacy for student well-being that bridges student life with academics and serves to integrate well-being and enhance retention at UMD.
Goal Area 4 - The “Student Life Experience”

Group Convener: Jeremy Leiferman  
Group Members: Lucas Chubiz, Brenna Hucka, Zac Rakke, Chris Stevenson, Jesse Trelstad, & Julie Visger

Existing Language

Goal Area 4 - The "Student Life Experience"

4.1: Deliver service in a positive, knowledgeable, skillful, accurate and prompt manner.
4.2: Create communication that is appropriate and effective, both in the ways we provide information and actively seek and respond to feedback from our customers.
4.3: Develop a culture of continuous improvement where innovation and growth are encouraged, and empathy and inclusiveness are integrated into every aspect of customer service.

Summary of Work

Our group began by having a discussion about the existing language included in Goal Area 4. For this discussion, we utilized the questions provided by Dr. Erwin as a starting point. The group members indicated that they lacked knowledge about what the intent behind the term “The Student Life” experience was. We discussed the experience that individuals that encounter the various offices of student life and wanting to ensure that this experience is positive and consistent from office-to-office. We discussed alternatives to the phrase “The Student Life Experience,” but did not feel like it was in our purview to recommend a change to this without further discussion.

We discussed the word customer that appears in 2 of the 3 goal statements. There are some areas in Student Life that definitely have customers, but there are areas that wouldn’t frame the individuals they work with as customers. There are also areas that don’t serve students directly, so it also doesn’t make sense to replace the word “customer” with “students.” We debated a number of words, but ultimately selected “stakeholder” as the word to describe the individuals that we work with and serve.

The goal group also discussed each of the goal areas. We found that the concepts behind each goal to be appropriate (4.1: Service; 4.2: Communication; 4.3: Improvement). We feel that the goals outlined have for the most part been partially or fully achieved as stated and felt it was item to set goals for the next level.

Group members conducted some research to ask students about their experience with the service they’ve received from Student Life units. The students generally reported that they receive positive service and have good experiences with Student Life units. There does seem to be a lack of awareness amongst some students about which units are a part of Student Life, as many students talked about their experiences with offices such as One Stop. We also did some work to learn about the experiences with staff in Student Life around these goal areas and around their experiences. Staff reported feeling like they lack awareness of what the other units in Student Life are doing. Additionally, some staff reported not feeling like they always have had positive experiences when interacting with other units.

The goal group worked to develop updated goal statements for this area to propose. Each group member submitted proposed language for each of the 3 goal statements. We used the words that each member submitted to then incorporate into new goal statements. We strived to create statements that were straightforward and unambiguous. We also attempted to create goals that could be measured.
In addition to updating the 3 goal statements, we also propose adding an additional statement centering collaboration. Given the feedback we received from staff about lacking awareness of the work of other Student Life Units and that they feel they have not always had great experiences with other units, this felt important to us.

**Recommendations**

**Proposed Revised Statements**
4.1: Demonstrate high-quality, inclusive service that is stakeholder-centered.
4.2: Utilize intentional methods that effectively communicate information in a transparent manner.
4.3: Use feedback and assessment to foster a culture of continuous improvement and innovation.
4.4: Create a culture of collaboration to provide seamless services to our stakeholders.

**Goal Area Definition & Reframe**
The group members recommend identifying an alternate title for this goal area that is more universally understood. If it is determined that “The Student Life Experience” should continue to be used, it is recommended that we offer a definition of what is meant by that terminology and a campaign to establish what “The Student Life Experience” is for employees & stakeholders.
Goal Area 5 - Resources

Group Convener: Matthew Duffy
Group Members: Pat Kohlin, Lisa Norr, Amanda Perrin, Lesa Radtke, Joel Sanderson

Overview:

Goal Group 5 evaluated the existing statements, reviewed the provided questions, and participated in several meetings to discuss potential alterations to the subgoals. The group decided to submit new draft subgoals as a way of succinctly capturing the thoughts of the participants. These draft subgoals are included below along with highlight from the discussions.

5.1: Apply a strategic, visionary, student-focused and sustainable approach in developing, managing, and continually assessing human, fiscal, physical, and technological resources.

Discussion summary:
- How do we define sustainability?
- Appreciation of the emphasis on transparency.
- Should communication and/or information sharing fit into this goal? This is a key method for improving management of resources.
- Accessibility belongs here.
- Mindfulness within each department → how is the work that we do at UMD serving the greater whole?
- Does resiliency belong in this goal?

Recommendations:
- Consider if “student-focused” is applicable to all of Student Life.
- Change “strategic and visionary” to “innovative” in order to reflect that we are aiming higher.
- Remove “technological” because it feels redundant (falls within “physical”).
- Change “fiscal” to “financial” for consistency (group felt “financial” is used more commonly across campus).
- Need to emphasize resource and information sharing somewhere in Goal 5 (i.e. “silo-busting”).

Revised subgoal: Apply an innovative approach in developing and managing human, financial, and physical resources with a focus on students and sustainability.
5.2: Utilize resources effectively, ethically, and efficiently through stewardship and collaboration.

Discussion summary:
- Equity should be incorporated into the goal (i.e. Student Life staff should consider who resources are designed for. Who can obtain resources, and who is less likely to have access?)
- Whose needs are met? Whose needs are not met?
- Consider the audience for this goal: are we thinking about staff, faculty, students, alumni, and community members?
- Accessibility seems to be missing from this goal.

Recommendations:
- Is this an area to emphasize sustainability? Should sustainability be its own subgoal within Goal Area 5?
- Again, the group recommends incorporating language around emphasizing internal collaboration.

Revised subgoal: Expand access to available resources and distribute them equitably to university constituents.

5.3: Cultivate public and private fiscal opportunities and partnerships that support and enrich the student experience.

Discussion summary:
- Difficult to understand the intention behind this goal statement.
- Group agreed that it should mean applying strategic approach to work with internal and external partners.
- Differentiate between collaboration and partnership → which one are we aiming for? How are they defined?
- Perhaps this should emphasize relationships.
- Departments in SL should be intentional in their plans to work with others.

Recommendations:
- Add “relationships” to the goal to show a symbiotic relationship inside and out of UMD.
- Remove “fiscal” to stress overall value of partnerships/relationships beyond purely financial reasons.
- Broaden benefits of relationship building to all areas of campus and community.

Revised subgoal: Strategically cultivate internal and external relationships that enhance the student experience.
### Mapping of Student Life Goals to UMD Goals

<table>
<thead>
<tr>
<th>Student Life Goal</th>
<th>UMD Goal</th>
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<tbody>
<tr>
<td><strong>Engaging Students</strong></td>
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<tr>
<td><strong>Learning</strong></td>
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<tr>
<td>1.1: Meet the ever-changing needs of students through engaging, purposeful learning experiences that are integral to our students’ academic, professional and personal development and success at UMD and beyond.</td>
<td>1, 3</td>
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<tr>
<td><strong>Inclusive Excellence</strong></td>
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<tr>
<td>2.1: Provide and promote education, resources, and training opportunities on equity, diversity, and social justice for the division’s professional staff and student staff.</td>
<td>1, 2, 3</td>
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<tr>
<td>2.2. Infuse co-curricular programming and services with components that create engaging learning opportunities about inclusive excellence, diversity, equity, and inclusion, and cross-cultural learning.</td>
<td>1, 2, 3</td>
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<tr>
<td>2.3 Constantly evaluate and innovate policies and procedures within Student Life to make systematic changes toward inclusive excellence.</td>
<td>2</td>
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<tr>
<td><strong>Wellness and Wellbeing</strong></td>
<td></td>
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<tr>
<td>3.1 Foster student and employee wellness and wellbeing by providing resources that best support each individual’s physical, social, environmental, spiritual, intellectual, emotional, career, cultural, and financial success.</td>
<td>1, 3</td>
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<tr>
<td>3.2 Develop programs, services and physical spaces that support a holistic and inclusive environment that contributes to the well-being of the UMD campus community.</td>
<td>1, 3</td>
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3.3 Provide leadership and advocacy for student wellbeing that bridges student life with academics, serves to integrate well-being, and enhances retention at UMD.

Excelling in Performance

**Great Experiences for All Stakeholders**

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**Resources**

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