

University of Minnesota Duluth  
Office of Diversity & Inclusion  
2018-2019  
Annual Report



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# Office of Diversity & Inclusion

## Executive Summary

- The Cultural Outreach & Retention Efforts (CORE) Mentoring Program had a total of 43 students participants, 22 Mentors & 21 Mentees.
- 94% of all participants said that they enjoyed being in the CORE Mentoring Program, and 73% of mentees said that having a mentor helped them do better in school.
- The Cultural Outreach & Retention Efforts (CORE) Tutoring Program had a total of 26 participants, 12 students were tutors and 14 students were tutees.
- Overall, students were satisfied and provided positive feedback regarding the CORE Tutoring Program. Both tutors and tutees shared that they found the Tutoring Program helpful whether they were receiving tutoring or tutoring a student.
- The Cultural Outreach & Retention Efforts (CORE) Ambassadors Program had approximately 27 college students who participated in this program and assisted with approximately 20 campus visits. This program reached about 683 prospective students.
- International Student Services provided services to 290 students from 39 countries in Fall 2018; and 293 students from 36 countries in Spring 2019.
- International Student Services Mentoring program had a total of 24 pairs of student participants.
- International graduate students gave ISS 86% overall rating of very satisfied or satisfied with Fall 2018 ISS orientation.
- International students are highly engaged with ISS, and overall have very positive experiences with our office. 93% of students gave ISS an overall rating of “Excellent” (62%) or “Good”(31%). Nearly 50% of students indicated that they visit ISS three or more times each semester.
- The Multicultural Student Center organizations hosted more than 150 cultural events.
- This year we had 264 international students, representing 52 countries around the world.
- The UMD North Star STEM Alliance Program had 29 students who participated in the program. Twelve students attended the NSBE national conferences in Detroit MI.

- Sexuality and Gender Equity Initiatives hosted the second annual Trans(Gender) Justice Teach-in, a full day summit centering trans+ knowledge experiences and liberation. Featuring keynote speaker Pidgeon Pagonis.
- The Office of Diversity & Inclusion sponsored Call(ed) to Action, a two-day educational event for students centered around broadening skills, establishing a network, and developing actionable plans for creating social change. Students at the College of St. Scholastica also participated at the second annual Call(ed) to Action. Thirty three students registered, however only eleven students attended the event.
- The Office of Diversity & Inclusion Kick-Off had 41 first year student participants and 18 student volunteers.
- This year the Speakers Series theme was Resistance. Throughout the academic year, the Office of Diversity & Inclusion hosted the following events: Panel Presentation by faculty and community members “Framing Resistance,” Films “Whose Streets?” and “I Learn America,” ARE poetry, a local youth poetry troupe, and Speaker Resmaa Manaken.
- Co-sponsored the Annual Summit on Equity, Diversity and Multiculturalism. More than 600 people participated and over 40 workshops were presented. This year, keynote speaker was Janaya Khan. The theme was "Justice and Equity for All?" raised questions about who receives justice, who is treated fairly, and who does not. Workshops offered a variety of topics presented by UMD faculty, staff and students as well as other community leaders.
- The Office of Diversity & Inclusion hosted 2 Multicultural Center Leaders retreats during the academic year. More than 60 students participated at each retreat.
- The Women’s Resource and Action Center hosted many large-scale events, such as Take Back the Night, International Women’s Day, and Consent Week. This year Take Back the Night was coordinated through WRAC with sponsorships from PAVSA, Safe Haven, Break the Silence Twin Ports, along with other community organizations that provided resource tabling during the event.

## 2018-2019 Office of Diversity & Inclusion Strategic Plan

**Vision:**

A campus free of oppression.

**Mission:**

The Office of Diversity & Inclusion collaborates with students, staff, faculty, alumnx, and community partners to implement programs and services that support the University’s commitment to inclusivity, equity and social justice.

**Values:**

**Engagement** - We actively collaborate with students, staff, faculty, alumnx, and community partners in the advancement of equity, diversity and social justice initiatives.

**Student centered** - We place students at the heart of all we do.

**Inclusiveness** - We acknowledge 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.

**Sustainability** - We contribute to a sustainable future and model sustainable practices.

**Humility** - We promote admittance of one’s own limitations, embracing one’s various areas of growth, and striving toward continuous improvement.

**IV. Goals**

**Office of Diversity & Inclusion Goals Mapped to the UMD and Student Life Strategic Plans**

Office of Diversity & Inclusion Goals	Mapping to University Goals	Mapping to Student Life Goals
1. The Office of Diversity & Inclusion will provide culturally relevant leadership opportunities that teach students to embrace and support inclusivity and respect for all people and perspectives.	Goals 1, 2	Goals 1, 2
2. The Office of Diversity & Inclusion will develop and implement programs that affirm and support the retention and graduation of African American, Asian/Pacific American, Latinx/Chicanx, international, queer and trans+/gender non-conforming students.	Goals 1, 2, 3	Goals 1, 2, 3 & 4
3. The Office of Diversity & Inclusion will sponsor programs and trainings that promote cultural competency among students, staff, faculty, and community partners.	Goals 1, 2, 5	Goals 1, 2, 4

4. The Office of Diversity & Inclusion will manage resources in a sustainable and ethical manner.	Goal 6	Goal 5
5. The Office of Diversity & Inclusion will provide professional development opportunities to its staff to foster a culture of continuous improvement.	Goal 6	Goal 6
6. The Office of Diversity & Inclusion will engage in accessible and ethical communication through social media	Goal 4	Goal 5&6

### ***V. Objectives/Outcomes/Assessment***

<b><i>Objective/Outcome Action Steps</i></b>	<b><i>Mapping to Department Goal</i></b>	<b><i>Assessment Strategy/Measures</i></b>
<p>The Office of Diversity &amp; Inclusion will document student involvement and satisfaction with our programs designed to increase student's academic success, social and personal development.</p> <p>Create Spreadsheet for keeping track of use of services Criteria/method of keeping data</p>	<b>2</b>	<ul style="list-style-type: none"> <li>• Administer retreat evaluation and compare with trend data including student's comments for continuous improvement.</li> <li>• Administer student satisfaction survey by the end of the academic year. <ul style="list-style-type: none"> <li>○ Finding another way of measurement (other than satisfaction)</li> <li>○ Use kick-off, wellness groups, mentoring, tutoring, student ambassadors, employment, information</li> </ul> </li> </ul>
<p>Multicultural Center Student leaders will demonstrate their ability to organize events cross-culturally</p> <p>Develop a list of competencies</p>	<b>1</b>	<ul style="list-style-type: none"> <li>• Measure e-board and MC retreat outcomes through surveys given to MC student leaders advised by ODI throughout the year.</li> <li>• Complete and finalize a list of competencies  </li> </ul>
<p>The Office of Diversity &amp; Inclusion will develop a messaging &amp; communication</p>	<b>6</b>	

<p>plan to determine ways to engage audiences through various social media platforms. Include conversation about how social media, marketing &amp; outreach contributes to all the goals of the office.</p> <p>Finalize ODI brochure &amp; determine needs for other materials for outreach</p>		<ul style="list-style-type: none"><li>• Completed messaging &amp; <a href="#">communication plan</a></li> <li>• Completed brochure</li><li>• Completed pull-up banner</li></ul>
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# Appendix Item A



## **International Student Services End of Year Report**

### **Mission**

UMD International Student Services (ISS) is the office dedicated to serving UMD's international community. Our primary mission is to assist international students in successfully accomplishing their academic and personal goals.

### **Number of students served**

To that end, we were pleased to serve 231 currently enrolled students from 39 countries in Fall 2018; and 230 enrolled students from 36 countries in Spring 2019.

In addition to serving currently enrolled students, ISS also works with recently graduated students who participate in Optional Practical Training (OPT), an extension of their student visa to gain professional experience in their major field of study in the US. 68 students participated in OPT in Fall 2018, and 63 students participated in OPT in Spring 2019.

Including OPT students, the total number of students served by ISS was 290 in Fall 2018, and 293 in Spring 2019.

### **Services Provided to International Students**

Immigration advising

Maintaining immigration records

- SEVIS
- Sunapsis (new this year)
- Meeting with SEVP reps

Personal/Academic advising

Resource for campus partners about international student related issues (committees and questions)

New Student Online and In-Person Orientation each semester

Awarding scholarships

Friends of International Students Newsletter

Programming

### **Summary of Programming**

ISS strives to provide a variety of events and activities that support the unique needs of international students. Programs range from socially focused outings and events, to activities that meet cultural needs (ex: grocery trips to stores with large international sections), to workshops and updates focused on immigration compliance. ISS offered the following programs and activities in 2018-2019:

#### ***Summer 2018***

Trip to Gooseberry Falls (May 26) - 3 people

Movies (Incredibles 2) (June 22) - 8 people

Park Point BBQ (July 7) - cancelled  
Bagley Bonfire (7/20) - 5 people  
New student tour of Duluth/Dinner at Glensheen - 31

***Fall 2018***

Shopping trips - 6 trips - 54 people (19 unique)  
Orientation Reunion Lunch - 14 people (including ISS staff, interns, orientation leaders, and new students)  
Fall State ID Trips - 2 trips - 9 people  
SSN Trips  
CPT/OPT Workshops -1 workshop - 3 people  
Gooseberry Falls trip - 6 people  
Immigration Lawyer Presentation - 4 people  
CORE/ISS Mental Health Workshop  
Thanksgiving Meal at HUMC - 15 people  
Thanksgiving with Host Families - 6 people  
Mentor Program Lunch - 8 people  
Bentleyville - 10 people

***Spring 2019***

Shopping trips - 3 trips - (missing list for number of people) (5 unique people)  
Spring State ID Trips - 2 trips - 2 people  
CPT/OPT Workshops - 2 workshops - 12 people  
Sledding - 6 people  
Spring break game day - 3 people  
Spring break with Health Services - 11 people  
Tax Sessions - 107 current students - 6 sessions  
Spring Mentor Program Lunch - 9 people  
Spring New Mentor Program Training - 8 people

***ISS Weekly Update Email Newsletter***

We send a weekly newsletter to all international students at UMD (and on OPT) that highlights our events and activities, other campus or community events, and provides useful information.

**Mentoring**

The ISS Mentor program is an optional program that matches new international students with current students. Students are matched before the new students arrive in Duluth. The goal is to provide new students with a friendly peer who help with advising and supporting them as they transition into their new lives at UMD. Students who have been mentored are very eager to pay their experience forward, and often sign up to be mentors after participating as new students.

**Fall - 24 pairs**

15 undergrad pairs

9 grad pairs

**Spring - no new mentoring pairs**

Some fall pairs continued to meet throughout the spring.

**Focus Groups**

ISS collaborated with Dr. Olihe Okoro in Pharmacy and Alex Seydow from the Academic English Language Program to conduct international student focus groups in Spring 2019. The groups gathered information on support, wellness, resources, and also English language specific resources and support. The information will be used to inform ISS and UMD campus programs and services for international students.

**4 Focus Groups** - 19 unique participants

Undergraduate Focus Group - 4 people

Graduate Focus Group - 8 people

People Who Have Not Used English Language Services at UMD - 5 people

People Who Have Used English Language Services at UMD - 6 people

**International Student Feedback on ISS Services**

International students are highly engaged with ISS, and overall have very positive experiences with our office. International students were the largest group who responded to the Office of Diversity and Inclusion's End of Year survey this spring. They made up 31% of the overall responses, or 57 students. These 57 students represent approximately one quarter of the international students on campus. 93% of students gave ISS an overall rating of "Excellent" (62%) or "Good"(31%). Nearly 50% of students indicated that they visit ISS three or more times each semester.

# Appendix Item B

**University of Minnesota Duluth  
Office of Diversity & Inclusion  
Recruitment Activities and Student Ambassadors Program  
Final Report 2018 - 2019**

Introduction

The Office of Diversity and Inclusion (ODI) recruitment for the academic year 2018-2019 was a combination of High School, Post-Secondary Programs, Community Colleges, community centers and UMD Campus visits. The Student Ambassadors Service allowed college students to interact with high school students during campus visits. This report includes a list of the campus visits hosted by ODI in the academic semester of fall 2018 and spring 2019, ODI visits to high schools and other events, typical Campus Visit format, Campus Visit Form, an example Agenda, Student Ambassadors Service information, summaries of the Student Ambassadors Service in fall 2018 and spring 2019, and a summary of prospective students surveys.

UMD OFFICE OF DIVERSITY & INCLUSION CAMPUS VISITS 2018 - 2019

<u>Date</u>	<u>Group Name</u>	<u># of Students</u>
October 10th, 2018	Washington Technology Magnet School	42
October 18th, 2018	Upward Bound - College of Education and Human Development	11
*November 2th, 2018	*Project Success - Campus Perview	*100
November 10th, 2018	Anoka Hennepin School District - Blaine and Andover High School	25
November 10th, 2018	Cristo Rey Jesuit High School	32
January 8th, 2019	St. Paul Public Schools - Advancement Via Individual Determination (AVID) - Washington Technology Magnet School and Como High School	30

January 9th, 2019	St. Paul Public Schools - Advancement Via Individual Determination (AVID) - Harding High School	30
January 15th, 2019	St. Paul Public Schools - Advancement Via Individual Determination (AVID) - Johnson High School	30
January 17th, 2019	St. Paul Public Schools - Advancement Via Individual Determination (AVID) - Highland High School and Humboldt Secondary High School	44
March 26th, 2019	Lake Superior College - TRIO SSS - transfer students	1
March 30th, 2019	College Possible Minnesota	80
April 6th, 2019	Multicultural Experience Day (Students of Color admitted day)	20
April 25th, 2019	Patrick Henry High School	45
May 16th, 2019	Minnesota Internship Center (MNIC)	18
	<b>TOTAL</b>	<b>*508</b>

*\*These campus visits are mainly hosted by ODI. The campus visit marked with the asterisk is a collaboration between the Office of Admissions and ODI. ODI presented on programs and services in the office and/or provided a student of color student panel for the visit while Admissions presented on student admission process and requirements.*

Total number of campus visits ODI participated in: 14 visits  
Estimated total number of students visited: 508 students

#### UMD OFFICE OF DIVERSITY & INCLUSION PRESENTATIONS 2018 - 2019

<u>Date</u>	<u>Group Name</u>	<u># of Students</u>
September 26th, 2018	White Bear Lake High School	40
November 6th, 2018	Escuela Verde High School	20

April 6th, 2019	Multicultural Experience Day (Students of Color admitted day)	20
June 1st, 2019	Fridley High School	50
June 11th, 2019	Upward Bound - Hennepin Technical College	30
June 26th 2019	College Access Program - CAST	15
	<b>TOTAL</b>	<b>*175</b>

*\*Admissions coordinated and host these campus visits. These campus visit groups requested an ODI presentation.*

Total number of campus visits ODI participated in: 6 visits  
 Estimated total number of students visited: 175 students

**OFFICE OF DIVERSITY & INCLUSION OFF CAMPUS PRESENTATIONS & EVENTS  
 2018-2019**

Date	Event
12/1/18	Twin Ports Hmong New Year
2/27/19	Steps to the Future 21st annual Powwow & Career/College Fair

**CAMPUS VISIT FORMAT**

**Admissions Presentation**

Students are informed about the services and programs at the UMD campus, applications deadline, statistics and how they as students can take advantage of their college career. Students learn about their choices and about what makes an institution the “right fit”.

**Lunch**

The Office of Diversity & Inclusion (ODI) provided lunch for many of the groups that were hosted. Lunch gives an opportunity for prospective students to experience the great food choices we have at UMD and also to meet and have an informal conversation with the volunteers about college and UMD specifically.

## **Student Panel and Tour**

The Office of Diversity & Inclusion Student Ambassador Service provides an honest, interpersonal perspective of life at UMD, real life encounters of volunteers personal experiences and tours of selected areas based on the visitors interest.

## **Special Activities**

Throughout the year, the Student Ambassador Service is enhanced with good extracurricular activities for the groups that visit. For example, depending on when a group visits, the students from the group are able to attend our major cultural shows like Taste of UMD, Fiesta, Soul Food Dinner or Salsa Night. These shows consist of dance, poetry, singing, and other performances. Groups that are able to witness these specials shows tend to be more interested in UMD and what it can offer them.

## **SAMPLE AGENDA OF CAMPUS VISIT**

Welcome to UMD!  
Agenda

10:00am - 10:30am	Arrive at UMD, Welcome, ODI
10:30am - 11:00am	Office of Admissions
11:00am - 11:30am	Student Panel
11:30am - 12:30pm	Lunch in the DC
12:30pm - 1:30pm	Campus Tour
1:30pm - 2:00pm	Evals, Depart from UMD

## **Questions Students might ask:**

1. What type of student support is available?
2. Tell me about the diversity here at UMD?
3. Where are the possible places to work on or off campus?
4. Do you have any advice for me as a highschool student preparing to attend college?

## **OFFICE OF DIVERSITY & INCLUSION STUDENT AMBASSADORS SERVICE**

*2018-2019 Overview*



The Student Ambassador Service is a branch that is apart of CORE (Cultural Outreach Retention Effort). The Student Ambassador Service allows college students who are affiliated with the Multicultural Center to participate in the campus visits by having lunch with the high school students, participating in a student panel, and giving tours of the UMD campus. The program helps high school students learn about the college life through direct interaction with UMD college students. The college students volunteer their time to share their stories to educate the attendees and encourage the younger students to pursue higher education. All of the college student volunteers who participate in the Student Ambassador Service are active participants in the Multicultural Center and many are able to share their stories as students of color, first-generation students, GLBTQ students, and/or advocates of different communities with high school students who may face similar struggles. The Student Ambassadors Service also help the college student volunteers develop and strengthen skills such as leadership, communication, and mentorship. Furthermore, the program offers the volunteers an opportunity to inspire, empower, and help prepare their younger peers for higher education. In the academic year of 2018-2019 we had approximately **27** college students who participated in this program and assisted with approximately **14** campus visits. This program reached about **508** prospective students.

## **STUDENT AMBASSADORS REPORT - FALL 2018**

*Written by Pre-Collegiate Ambassador Program Coordinator Cheng Thao*

In the beginning of Fall of 2018, we had a rough start but however was very successful and we will continue to work on the challenges that the program encounters. Minor challenges that the student ambassador service encountered were aligning the availability of our student ambassadors to the requested campus visit and implementing a better student volunteer recruitment plan. Another minor challenge that the program had was hosting Saturday campus visits. Here are my feedback to the following challenges: When student volunteers sign up for a campus visit, I have created time shifts for each activity. Ideally we would like the same student volunteer throughout the campus visit, this will allow that student volunteer to build that connect with the prospective student during their visit. If the student volunteer cannot commit to the entire time I would find another volunteer to fill in that time slot. The student volunteer recruitment plan was difficult because I would have the college student volunteers sign up and not attend the mandatory one on one training orientation. Ideally, we would host a small group of volunteers at each training but in the past, it has become one on one versus a set time frame due to the low attendance or no shows. I will continue to have small group training orientation at the beginning of each semester. Those who cannot make it to the training session will schedule a one on one with the coordinator. Overall for the Fall of 2018, the campus visits were successful and I am looking forward to continue working with our Minnesota high school partners. I would also like to mention that we have strengthened our campus partner's relationship, identify and had conversations on how campus partners can best support each other.

## STUDENT AMBASSADORS REPORT - SPRING 2019

*Written by Pre-Collegiate Ambassador Program Coordinator Cheng Thao*

At the end of Spring 2019 semester, we had participated in a total of 14 campus visits. Our office spoke to approximately 508 prospective students. Approximately 27 student volunteers participated in the Student Ambassadors Program by the end of the academic year. Due to budget cuts, the number of requested campus visits and student volunteers are slightly above average.

We had a rough start this semester due to hosting campus visits during the college student's winter break. As the coordinator I took this as a learning opportunity and will be upfront with the future special group's contact person when planning their campus visit date. This created difficulty in finding volunteers for those campus visit groups. After a rough start, the remaining campus visits ran smoothly. I've made sure when assigning college student volunteers to have student representation and a variety of majors. I've also prepared my college student volunteers to clarify any questions they may have before each visit. The student volunteers were able to connect easily with prospective students by sharing their stories and experiences as how it's like to be a college student.

### Projects to work on for the upcoming academic year:

- Update student ambassadors application and training
- Connect with more schools locally that our office could benefit
- Connect with more programs in Minnesota that our office could benefit
- Continue to track all prospective students who visited campus with ODI
- Continue to strengthen campus partner relationship
- Continue to collaborate with admissions
- Participate in more recruiting events off campus
- Recruit college student volunteers by attending student organization meetings

## PROSPECTIVE STUDENTS SURVEYS

Date	Comments
10/18/18	I think my visit to UMD was very unique. The tour guide was mindful and created a warm and welcoming environment. The tour felt optionistical because we were able to choose where to go
10/18/18	It's a nice school especially with the views and places it provides. I am considering this as one of the top 5
11/10/18	Very informative, enjoyed the Dwali festival, good tour I enjoyed the student interview/perspectives. Students honest about advantages/disadvantages of UMD

11/10/18	It's very nice. The Multicultural Center is a big jewel to my eyes as I'm mixed in my heritage and one of the only students at my high school who is not Latino. In addition the majors for art and cultural studies interest me
11/10/18	The campus is very big, the people are friendly and I like the office of diversity and inclusion and I could see myself here
11/10/18	I really liked the students that gave us the tours who went to the same high school as we did
1/8/19	It was a really nice experience, I like the fact that I'm here and can see/feel it visually
1/8/19	I like the art museum and the libraries, it's a really cool college
1/9/19	My visit at UMD was a great way to see the campus life and it informed me about things I should consider when applying for a college
1/9/19	I thought it was nice, the campus to the building, I think I'll come to this college other than the other ones. I'm very thankful for the tour guide for their time
1/15/19	It was awesome, UMD was much more than I expected and it was a great tour of a great school
1/15/19	I liked that everything is connected and that there are clubs/organizations dedicated to other ethnicities
1/17/19	I love the food and the information provided by the tour guide and admission counselor
1/17/19	It was a great visit. I liked the tour and how all of the buildings are connected to each other
3/30/19	I think this college offers a lot of programs, I like that they have a multicultural program, I love that UMD offers a lot of help for students
3/30/19	I honestly enjoyed my visit at UMD. Everyone was very welcoming and energetic. I loved the location therefore it was more peaceful. I like the fact that all my questions about finance, scenery, and academics was answered
4/25/19	I liked the tour, people were nice. I liked the part when we went to the dorms. Another thing I liked was getting to know the place
4/25/19	It was fun and interesting I love getting the feel for college

# Appendix Item C

**Annual Report 2018-2019**  
Office of Diversity & Inclusion Peer Tutoring Services  
By Michelle Fonseca  
Academic Excellence Program Coordinator

**Purpose & Summary**

The Office of Diversity & Inclusion Peer Tutoring Services provides academic support to undergraduate students of color, underrepresented and underserved student populations by arranging one-on-one tutoring in specific subjects with tutors who demonstrate knowledge or experience of working with diverse student populations.

The goals of the Peer Tutoring Services are to:

- Assist students in becoming independent learners
- Identify the students' area(s) of concern
- Expose students to effective study skills techniques (e.g. note taking, study strategies, test preparation)
- Assist students in reaching a higher level of competence in a particular subject
- Assist students in becoming active in the learning process
- Aid in the development of a positive approach towards learning
- Provide a supportive and encouraging environment where learning takes place at the students' pace

The Peer Tutoring Services started the 2018-2019 year with 4 returning tutors. As in previous years, recruitment and advertising were needed to increase number of tutors to the services. The brochure that was created in 2016-2017 to inform students of the services was recreated in order to have cohesion with the new brochures for the other ODI CORE Services. Michelle worked on updating all documents (Tutoring Services Contract, Tutor Request Form, Tutor Application, and No Show Forms). The Moodle course that was used last year was transferred to Canvas which had resources for tutors. It had different sections with information about learning styles, study skills, types of questions to ask, and other resources. Something new that was implemented this year was that tutors had to submit a hard copy of a biweekly timesheet which was signed by them and their tutor in order to ensure the hours they worked.

For fall semester the Tutoring Services along with the Mentoring Services and Student Ambassadors, had monthly workshops where students were able to learn about on campus resources and had the opportunity to meet other students that were part of the CORE Program. In the spring, the monthly workshops did not continue because of low attendance in the fall. During each semester, Michelle sent out emails to check in with tutors and tutees. At the end of each semester, an evaluation was sent out to all those who participated in the services. There also was an end of the semester CORE lunch for the students. This year the Tutoring Services had a total of 26 participants, 12 students were tutors and 14 students were tutees.

**Tutoring Services Procedures – For Staff**

Students can pick up a Tutor Application or Tutor Request Form from the bulletin board outside of Program Coordinator's office, KSC 243 or email her to receive a google form.

## **Tutees**

Please ask students if they have attempted to receive tutoring from Tutoring Center in the Library. Students requesting tutoring in the areas of STEM are asked to attend the STEM study sessions, location and days vary each semester.

Students must fill out ALL information to the best of their ability and return application to KSC 243. Once application has been turned in, Program Coordinator will notify student the same day their application has been received. A follow up email will be sent to student with an update of their tutor request.

\*If there is no tutor available for the subject requested, Program Coordinator will:

- Email professor from the course and ask for a student recommendation
- Ask tutors in the program for student recommendation
- Ask tutors in the STEM program for student recommendation (depending on the subject)
- Send out request in ISS newsletter

## **Tutors**

Program Coordinator will review and confirm information on application. Each tutor candidate will be required to interview with her. She will discuss the tutor responsibilities and guidelines, academic honesty and the hiring process. After the interview, the student will need to meet with the Executive Administrative Specialist to fill out paperwork for their paid position. Once all paperwork has been completed, Program Coordinator will notify tutor by email when there is a student in need of tutoring services.

Tutors need to keep track of hours worked during the week with tutees, which should be no more than 3 hours unless approved by Program Coordinator. Tutors will submit hours in MyU and Program Coordinator will approve their time weekly. This year tutors also had to submit a hard copy of hours worked biweekly which included the signature of both the tutor and tutee.

Tutors and tutees will be required to sign a Tutoring Services Contract TOGETHER. It is the responsibility of the tutor to read this contract with their tutee and make sure that all of the information is filled out accurately. The contract needs to be turned in to the Program Coordinator, KSC 243.

Tutors and tutees will be able to fill out NO SHOW forms which will be on the bulletin board outside Program Coordinator's office. If the tutor or tutee fails to show up for a session then they are encouraged to fill out the form and drop off at KSC 243. 3 No Shows = job termination of tutor or termination of tutoring services for tutee.

At the end of the semester the tutor and tutee will be asked to fill out an evaluation for the following:

- The Peer Tutoring Services
- Tutor
  - Self-Evaluation
  - Tutee Evaluation
- Tutee
  - Self-Evaluation

- Tutor Evaluation
- Resources on Canvas

## Results of Peer Tutoring Services Evaluations

### Fall

#### Tutoring Services Rating

83% Excellent

16% Average

#### What did you like about the program?

“Very responsive and helpful.”

“Ability to meet new people and help them out as well as strengthen own concepts.”

“Having someone who has already take the class help me.”

“In gave me a sense of accomplishment by helping others who need help in the subject I excel at.”

#### What suggestions would you make for improving the program?

“Have tutors that are ready and meant for tutoring around finals time in case someone suddenly needs a tutor for a certain final. Or have tutors that specialize in helping with preparing for finals.”

“One improvement is to have a tutor tutee study session with people who want to attend but by the program as a whole I think it is a good program.”

#### Resources on Canvas

Out of the 2 tutor respondents, both of them used the site. One student mentioned that the resources were helpful for new tutors. Another student said “There was more content on the site such as videos to help be a better tutor or tutee.

#### What were some of the main issues you assisted students with?

Test Prep	40%
Writing	0%
Reading Strategies	0%

Note-Taking Skills	0%
Reviewing Course Content and Concepts	20%
Keeping up with the pace of the course	20%
Other - Homework	20%

### **Tutees**

All students strongly agreed with the following statements:

- My tutor was always prepared for our sessions.
- My tutor listened to me and tried to understand my questions.
- My tutor used different ways of explaining the subject matter.
- My tutor had a firm grasp of the subject material.

When asked about good qualities about their tutor, one student said, “Really kind and good at listening-gave me good general advice for balancing college too.” Another student shared, “Asking me questions so that I could really understand the material and working on more problems.”

### **Tutors**

All tutors either strongly agreed or agreed on the following statements:

- I demonstrated an ability to implement the plans by structuring the session in a manner that maximized student learning.
- I encouraged the student to be an active learner.
- I demonstrated knowledge of the content area, if not, asked for assistance from another peer or tutor.

One tutor shared that they “learned new material” and another student commented that it strengthened their own concepts.

## **Spring**

### **Tutoring Services Rating**

27% Excellent

73% Good

### **What did you like about the Tutoring Services?**

Multiple students shared that they thought that the Tutoring Services were helpful, whether it was receiving help of helping others. *“Helps me understand the concepts better.” “The fact that we get an opportunity to better our grades.”* Students also mentioned the flexibility of the services. *“Being able to tutor anytime and anywhere. This freedom makes scheduling a lot more flexible for both the tutor and the tutee.”*



### What suggestions would you make for improving the program?

Many students suggested having more than 3 hours per week for tutoring. Also, 2 students suggested to have an online method of turning in timesheets.

### Resources on Canvas

Tutors did not use Canvas as a resource spring semester.

### What were some of the main issues you assisted students with?

Test Prep	33%
Writing	0%
Reading Strategies	7%
Note-Taking Skills	7%
Reviewing Course Content and Concepts	20%
Keeping up with the pace of the course	28%
Other - Problem Solving Habits	7%

### Tutees

All of the the tuttees felt that they were listened to and that their tutors were prepared and used different ways to explain the subject matter. The amount of times per semester that students met with their tutors varied. One student shared that they met twice a week and another student said *“more than I can count.”* These are some of the statements tuttees share about their tutors: One student shared, *“She was really great at communicating and booking a space where we could meet. She was also really good at explaining the problems in a different way if I didn’t understand it the first time.”* Another student said, *“Even though we only had 3 hours a week, he gave a bit of his time to give me extra help with difficult subjects.”*

### Tutors

All tutors either strongly agreed or agreed on the following statements:

- I demonstrated an ability to implement the plans by structuring the session in a manner that maximized student learning.
- I encouraged the student to be an active learner.

-I demonstrated knowledge of the content area, if not, asked for assistance from another peer or tutor.

The following are statements about what personal benefits students gained from being a tutor:  
*“Accounting is a hard subject and there are a lot to learn, sometimes I forgot some of the info and this helped me regain my knowledge.”* “Communication and adaptive skills.”

### **Summary of Survey Results**

Overall, students were satisfied and provided positive feedback regarding the Tutoring Services. Both tutors and tutees shared that they found the Tutoring Services helpful whether they were receiving tutoring or tutoring a student. Students also liked the flexibility of scheduling the one-on-one tutoring sessions. The main items that tutors helped their tutees with were: test prep, reviewing course content and concepts, and keeping up with pace of the course. Some students also mentioned homework. Students suggested having study sessions and/or study groups available especially around finals. They also mentioned needing more than 3 hours per week for tutoring. There was also a suggestion about not having tutors turn in a hard copy of their timesheets instead being able to submit them online. For this year, the Tutoring Services were a success and students were pleased with the services.

### **Goals for 2019-2020**

- Continue to work on recruitment of students
- Continue to work with the other CORE Services, Mentoring and Student Ambassadors, to increase student awareness of services, on campus resources and build relationships with students that are part of all 3 services
- Consider having study sessions close to finals week. Could do a collaboration with the STEM study sessions.
- Update resources on Canvas or consider not having for next year. Not many tutors used it this year.
- Reconsider having tutors turn in a hard copy of biweekly timesheet, may not be needed. Tutors already document their hours in MyU.

# Appendix Item D



## MENTORING

### Annual Report 2018-2019

#### Summary & Purpose

The Mentoring Services which is a part of the Cultural Outreach & Retention Effort (CORE) Program pairs incoming students with sophomores, juniors, and seniors. The service's main purpose is to retain students of color at the University of Minnesota Duluth (UMD). To achieve these results, these services focus on pairing incoming students with others who share similar interests and goals. The Mentoring Services are designed to assist students of color with developing a strong association with the campus community. This effort exists to ensure that students feel connected and at home here at UMD.

Incoming students are able to meet with a number of mentors prior to being paired through the Mentoring Services. This allows for students to make various connections as well as provide autonomy to each program participant. Throughout the year students participate in program events which include both on & off campus functions. The Mentoring Services hosts multiple mixers as well as community based events. The Multicultural Center hosts various shows throughout the year and our program participants get access to many of these.

Mentoring is an important part of our retention efforts here at UMD and it takes various qualities and strengths to have a positive impact on incoming students. CORE looks for students who are engaging, inquisitive, compassionate, and dedicated. The program also has some basic requirements for all of our mentors:

- 7-10 hours per semester
- At or above the minimum required GPA
- Abide by any and all University policies
- Active participation in each program event
- Complete Moodle Training
- Maintaining regular contact with mentee or mentor

Students can sign up by filling out an online form or visiting Sandra Gbeintor (Program Coordinator) in KSC 235. Sandra can also be reached by phone at 218-726-6187 or email [gbeintor@d.umn.edu](mailto:gbeintor@d.umn.edu).

## **Participation**

43 Participants total

22 Mentors & 21 Mentees:

- Participants by Race
  - 22 African-American/Black
  - 13 Asian/Pacific Islander/Filipino
  - 1 Indian/Southeast Asian
  - 0 White/European
  - 0 Middle Eastern/Arab
  - 3 Hispanic/Latino
  - 4 Multiracial
  - 0 Native American or Alaskan Indian
  
- Participants by Collegiate Unit
  - 11 students in CEHSP
  - 12 students in CLA
  - 8 students in LSBE
  - 12 students in SCSE
  - 0 student in SFA

## **Calendar of Events**

Event	Participants
CORE Fall Mixer	20
October CORE Workshop (Mental Health)	11
December CORE Mixer	24
Fall CORE Luncheon	23
Spring CORE Luncheon	26
Culture Show	7
Soul Food	8
Fall Drag Show	3
Feast of Nations	8
HLUB Dance	0

Spring Drag Show	0
Hmong Heritage Night	2
Fiesta	8
African Night	8

### Financials

**2018-2019:**

Item	Cost
Fall Mixer	\$309
Multicultural Center Event Attendance	\$440
CORE events	\$531.92
T-Shirts	\$0
Gift Cards	\$500
Prizes & Other Incentives	\$300
End of Year Appreciation	\$474.54
Printing Material & Supplies	
Room Rentals	\$0
<b>Total:</b>	\$3030

**2018-2019 (Budgeted):**

Item	Cost
Fall Mixer	\$600
Multicultural Center Event Attendance	\$500
Off Campus Activity (TBD)	\$230
End of Year Appreciation	\$550

T-Shirts	\$0
Gift Cards	\$900
Prizes & Other Incentives	\$400
Printing Material	\$300
<b>Total:</b>	\$3480

### Accomplishments

The following are accomplishments of the CORE program for the 2018-2019 academic year:

- Implemented an end of the year assessment
- Implemented an in person first pair introduction meeting
- Created a CORE Mentoring Newsletter
- Increased collaboration with other CORE services
- Partnered with International Student Services mentoring program for 2018-2019
- Provided Mental Health Workshop for participants

### Evaluation Results

- 84% of all participants agreed that the program coordinator and intern were accessible and easy to talk to
- 94% of all participants said that they enjoyed being in the CORE program
- 88% of all participants understood about the CORE program at mixers
- 73% of mentees said that having a mentor helped them do better in school
- 94% of participants would be interested in becoming a mentor for the upcoming year.

\*Based on 18 total survey responses.

### *Comments from participants*

*Things to improve upon (student responses):*

- I would suggest that the student get involved with their mentor right away at the beginning of the year
- I think that it'll be a really great idea to have a mentor and mentee bonding event such as having an all mentor and mentee picnic or an outdoor event
- More events with mentee/mentor
- More meeting times with mentee. Keeping track

*Best/Least about CORE (student responses):*

- I liked that we could get free tickets to events on campus
- Best: Getting to know another person that speaks Cantonese and being able to help with whatever academic or emotional needs my mentee needed
- Best: Helping me when ever I need help

- I loved how I was able to know my mentor and how she advised me to work hard on my studies and never be afraid of asking questions. I was able to build a strong relationship with my mentor and I was more comfortable asking for help
- Although I regretfully never actually made use of my mentor, having her there if I ever did need her was reassuring in itself.
- Least: Not have enough time to meet with my mentee
- Least: waiting to hear back from my mentee and figuring out time that works for both of us
- I liked all of the events and luncheons.

## **Goals & Improvements**

- Develop a beginning of the year recruiting mixer
- Establish better connections between the CORE Coordinator and CORE Mentors & Mentees
- Establish Social Media Presence - Instagram
- Provide one Mentoring specific events per semester
- Host off campus events
  - Adventure Zone
  - Roller skating
  - Hiking
  - Bowling
  - etc.
- Create more variety in gift cards for pairs
- Develop a plan w/ measurable program goals & outcomes
- Training Modules for Mentors using Canvas (2019-2020)
- Developing community partnerships to enhance program resources and participation (2019-2020)
- Mentors receive credit or stipend for their participation (TBD)



# Appendix Item E

## Office of Diversity & Inclusion Speaker Series Report

Speakers Series is an annual presentation and discussion series highlighting major themes relating to diversity, equity, and social justice. Throughout the semester, the Office of Diversity & Inclusion will host a variety of sessions centered around a pre-established theme. These sessions may take the form of panels, lectures, roundtables, multimedia, etc. Presenters range from students, faculty, staff, and UMD campus community members.

### Program Goals:

- Expand awareness of topical issues relating to diversity, equity and social justice
- Engage the entire campus community in critical examination and conversations around topical issues
- Expose individuals to multiple perspectives and ideas that expand or challenge their own
- Highlight the views, research, and projects of our campus community relating to diversity, equity, and social justice
- Encourage individuals to examine their own identities, privileges, and ability to take action
- Provide supplemental materials to guide further conversations about concepts and topical issues relating to diversity, equity and social justice

### **Overview & Reflections on 2018-19 Speakers Series:**

Each year the ODI staff reflects on current issues facing our campus and beyond to determine a relevant theme to guide our planning. This year's Speakers Series theme was resistance.

The inclusion of a "Framing Resistance" panel was a new & intentional addition to the series. We wanted to hold space during the first session of the year to provide a framework around the concept of resistance. We invited three faculty members, all women of color, to be on the panel & encouraged discussion among the panelists regarding their personal & professional perspectives on the theme.

One of our most largely attended sessions so far, a screening of "Whose Streets?" caught us by surprise. We learned that the session had been promoted to the LSBE passport program to fulfill category A requirements, which greatly boosted attendance. Considerations for how to engage with college-based passport programs will be made for the upcoming year.

We were able to continue including community members in the Speakers Series this year. Specifically, working with ARE poetry, a local youth poetry troupe, provided the content for the "Art of the Resistance" session.

We were able to rally around one larger profile speaker in the Spring. Bringing Resmaa Manaken allowed us to finish off the series with a speaker who captured many of the major concepts related to resistance in his session. We were fortunate to provide a student-only session in addition to an open event for everyone. Both sessions were well-attended. Including Resmaa in the lineup of sessions also provided motivation for one of his books to be included in CERE's reading group & promote his newly launched online course around trauma, providing a "what's next" to the session.

Based on constricted staff capacity and limited funds, we opted out of doing a third session in Spring 2019 but valued having a larger speaker to wrap up the series & will be pursuing a similar model for next year's Speakers Series calendar.

In reflecting on the evaluation and feedback results detailed below, additional focus should be made to ensure participants feel more confident in knowing what actions they can take to address the issues & topics discussed in each session. Providing participants with even more tools for next steps and talking points for continuing the conversations had in each session will better adhere to the program goals and a measure of this will include increased strong agreement with questions #3 & #5.

## Evaluation & Feedback

### *Evaluation*

#### **ODI Speakers Series Session Evaluation 2018-19**

I had the opportunity to participate fully in the conversation to the best of my abilities.

Disagree      1      2      3      4      5      Agree

I am more informed of the topic discussed during this session.

Disagree      1      2      3      4      5      Agree

I am better equipped to discuss this topic with my peers/friends/others.

Disagree      1      2      3      4      5      Agree

I understand how this topic relates to my own identities and experiences.

Disagree      1      2      3      4      5      Agree

I know what actions I can take to address the issue(s)/topic(s) discussed today.

Disagree      1      2      3      4      5      Agree

What are three things you learned about today's Speakers Series topic:

In what ways does today's topic(s) relate or show examples of Resistance?

Comments/thoughts/suggestions for improvement?

*General findings from evaluation:*

- > A majority of attendees at all sessions indicated strong agreement to questions 1 & 2. Minor exceptions were found in feedback from the Resmaa Manaken session because there was less discussion and more presentation by the speaker.
- > Throughout all the sessions, less confidence was indicated around question #3. Of the respondents who didn't indicate strongly agree/agree, neutral was the next most common response.
- > A pattern of attendees feeling neutral or simply agreeing with Q5 has been consistent throughout the three years of the Speakers Series and continued with this year's sessions.
- > Participants seem less inclined to answer the short answer questions on the evaluation, resulting in slightly less data regarding the takeaways of each session and learning the attendee's connection to the theme, if any.

*Highlighted responses to "What are three things you learned about today's Speakers Series topic?"*

- > "Have hope- it will be hard, but don't give up - you can't win over everyone, but one more person is better than none." (Framing Resistance)
- > "The law isn't always doing the right thing. People are still shot today. This is a battle that people fought in their own backyards." (Filming the Resistance)
- > "Spoken word doesn't have to be deep. Resistance is whatever you want it to be." (Art of Resistance)
- > "That everyone has their own stories. Though people have different backgrounds, being open lets important conversations happen. Understanding is key." (Resisting a Single Story)
- > "Trauma is ingrained within the mind & body. Trauma is historical and personal. Lots of trauma has never been resolved." (Resmaa Manaken)

*Highlighted responses to "In what ways does today's topic relate to or show examples of resistance?"*

- > "Simply existing can be a form of resistance. There are so many things we can do to resist in our work, social life, play, everything." (Framing Resistance)
- > "People in Ferguson had no choice but to resist in the form of protest. They were fed up with being oppressed." (Filming the Resistance)
- > "It makes you think about what you resist & about what you disagree with that is settled in our society." (Art of Resistance)
- > "It shows the body's resistance to certain experiences & people." (Resmaa Manaken)

## **Details of each Speakers Series session:**

### **Spring 2019 (Theme: Resistance)**

#### **Resisting A Single Story**

**Feb. 19 Griggs Center 5-630PM**

Join the Office of Diversity & Inclusion for a partial screening of “I Learn America,” which follows five newly immigrated high school students from five different countries. Participate in discussion about diverse immigration stories in the US

#### **Resmaa Menakem Workshop & Keynote**

**March 27 Ballroom 10AM / 4PM**

Resmaa Menakem is an international speaker, healer, author, and leadership coach. Resmaa works with people, communities, and organizations around the world – helping them improve their abilities to tap into their individual and communal resilience. Resmaa is the author of *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending our Hearts and Bodies*.

### **Fall 2018 (Theme: Resistance)**

#### **Framing the Resistance**

**Sept. 12 Griggs Center Event: 430-6PM**

This interdisciplinary & interactive panel discussion features UMD faculty providing their perspective on the theme of RESISTANCE. Learn more about how resistance plays a role in various fields & how it relates to creating change.

#### **Filming the Resistance**

**Oct. 16 LSBE 118 Event: 5-730PM**

“Whose Streets?” (2016) is a documentary depicting on-the-ground resistance in the aftermath of Mike Brown’s brutal murder in Ferguson, Mo. Participate in a screening of the film & discussion on concepts related to activism, police brutality, & racism.

#### **The Art of Resistance**

**Nov. 13 Griggs Center Event: 530-7PM**

Engage with local youth poets in the power of spoken word & the contribution of art to the resistance. This workshop will provide attendees with motivation to create their own art & learn from the upcoming generation of world-changers!

# Appendix Item F

Office of Diversity & Inclusion  
Called to Action Program Report (2019)

## 2019 Outcomes & Objectives

### 2018-19 Objectives

1. To establish a network of peers invested in social change work
2. To develop action steps for continuation of social change work
3. To acquire greater skills for identifying oppressive actions and/or ideas
4. To examine power and privilege personally, socially, institutionally, historically and systemically
5. To strengthen a foundational understanding of social change concepts
6. To establish relationships with people who serve as mentors, a peer network, and/or others who might help them in their continued social change work

### 2018-19 Learning Outcomes

Participants will be able to:

1. Discuss social change concepts from a foundational understanding
2. Identify oppressive actions and/or ideas
3. Recognize various levels of oppression and power dynamics
4. Recognize one's own power and privilege
5. Identify sustainable partnerships to assist in social change work
6. Create & articulate vision for social change action plan
7. Identify opportunities for continuing self-work

## Mapping to ODI Goals

How This Maps to [ODI Goals](#):

**1. The Office of Diversity & Inclusion will provide culturally relevant leadership opportunities that teach students to embrace and support inclusivity and respect for all people and perspectives.**

Call(ed) To Action supports Goal 1 by providing students with less traditional leadership & organizational skills. These skills will ultimately lead to an improved climate among students who will have a broadened understanding of power & privilege & how this impacts others. This space will also call for various perspectives & input to contribute to everyone's shared understanding of social change work. CTA provides ample conversation and reflection to allow participants to consider the tools and materials provided. Through these conversations, including time spent considering shared language relating to social change, we are able to further the concepts of inclusivity and respect and move forward to consider other concepts that relate to how we build space, consider projects or do social change work with other perspectives in mind.

## **2. The Office of Diversity & Inclusion will develop and implement programs that affirm and support the retention and graduation of African American, Asian/Pacific American, Latinx/Chicanx, international, queer and trans+/gender non-conforming students.**

Call(ed) To Action supports Goal 2 in several ways.

For those who hold certain dominant identities, this space challenges privileges & contextualizes power in a way that demonstrates how these students can contribute to social change.

For those who hold certain non-dominant identities, this space encourages further connecting with others who feel inclined to contribute to social change work.

Collectively, for all students, Call(ed) To Action creates a peer network centered around shared values which in turn could serve as a peer support network to advance them through their college experience.

Ideally, students who attend Call(ed) To Action will also feel called to contribute to improved inclusivity & re-centering on campus to improve the lived experience of all students & be able to better articulate the change they want to see on campus after being provided additional tools & support.

This experience also provides an additional point of contact for UMD students specifically with the Office of Diversity & Inclusion to build stronger ties to a campus department. Planned follow-up/through with students who attend also contributes to a continued connectivity among facilitators & students to continue supporting students through additional social change work.

## **3. The Office of Diversity & Inclusion will sponsor programs and trainings that promote cultural competency among students, staff, faculty, and community partners.**

Call(ed) To Action directly trains students in concepts related to cultural competency. These include power & privilege, action planning, & conceptualizing social change. By expanding our facilitator and attendance openings this year to our neighboring institution, College of St. Scholastica, we were able to broaden the perspectives, experience and skill sets in a way that further universalized the concepts as well as provided tailored considerations for the respective campuses.

## **Outreach**

Information about Called to Action was disseminated on both the UMD & CSS campuses.

Posters were printed & hung in mid/late January.

A Save the Date social media graphic was sent at the end of Nov. & another post announcing the application was posted in mid-Jan.

Both ODIs' staffs were encouraged to send emails to their listservs, advisees, newsletters, etc.

All staff were encouraged to do one-on-one or personalized recommendations to students in their network who may be a strong candidate for the experience.

Through facilitator reflection, recommendations for a standing webpage specifically for Called to Action was made. Promoting of the experience at ODI Kickoff, orientations, experiences in the Fall to ensure CTA is institutionalized & there is more explanation throughout the year to



students to better clarify how CTA is an essential part of their leadership and social justice development.

Attendees listed several ways in which they learned about Called to Action:

- Emails from staff members on either campus (most)
- Poster on campus
- Social media

## **Attendance & Participant Information**

Early on, the planning team identified that a maximum attendance of 40 students would ensure everyone would be able to engage fully and create the most value for all the activities. We did not anticipate needing to turn anyone away, but wanted to hold this number in mind in case we saw an major uptick in applications this year.

By the application due date, we had 33 submissions.

Following the application, we sent out a form requesting additional information about the applicants, such as dietary restrictions, favourite snacks, accommodation requests and a photo for an ongoing activity. Through this form, we had 23 students submit the additional information.

On Friday of the event, we had 11 students check in and attend.

On Saturday of the event, two students who participated on Friday evening did not return and one student who indicated they would miss Friday but participate Saturday did not show up.

### *Applicant Demographic Information Overview*

Through the application, we requested identity/demographic information which served as an aid in assigning small clusters and getting a snapshot of the identities and experiences in the space. Each identity field was a fill-in-the-blank. Below is the breakdown of who applied for Called to Action (note: not all applicants provided information for each field):

#### Year In School:

9 first- year students

10 sophomores

8 juniors

6 seniors/fourth year

#### Race/Ethnicity

16 white students

15 students of color

#### Gender

2 trans/nonbinary students  
25 women  
5 men

Sexual Orientation

13 Queer  
4 Questioning  
14 Straight

Age

28 students 21 or younger  
3 students above 21

Nationality

25 students indicated “American”  
7 students indicated nationalities other than American

Ability/Disability

24 applicants indicated “able bodied”  
7 students indicated a mental health issue or otherwise invisible disability

Socioeconomic Status

All applicants indicated their SES as being middle class or lower.  
One student indicated “upper middle class.”  
7 students indicated “lower middle class”  
6 students indicated “lower class” “working class “ or “below poverty”

*Attendee Demographic Information Overview*

Year In School:

4 first year students  
3 sophomores  
2 juniors  
2 seniors

Race/Ethnicity

6 white students  
5 students of color

Gender

9 women  
2 men  
1 trans/nonbinary student

### Sexual Orientation

- 7 Queer students
- 2 Questioning students
- 2 Straight students

### Age

All attendees were below 22 years old

### Socioeconomic Status

- 4 students indicated “lower/middle class” or “lower class”
- 7 students indicated “middle class”

### Ability/Disability

- 10 students indicated “able bodied”
- 3 students indicated some form of mental health issue or otherwise invisible disability

## Attendee Feedback

A paper evaluation was provided to attendees at the conclusion of Called to Action to obtain feedback about the experience. Some attendees left early, resulting in 7 evaluations completed:

*What were the most impactful parts of the experience?*

- > 2 students noted the 10 Mistakes Well-Intentioned Allies Make that are Actually Counterproductive activity & discussion
- > 2 students noted the personal connections and strong relationships they built
- > Other comments referenced action planning, reevaluating preconceived ideas, discussing the meaning of words, and finding club contacts

*Was there anything missing or could be improved about this experience?*

- > 3 students noted wanting more time for the entire experience or for particular activities such as vision boards, 2 expressed that activities or experiences felt rushed
- > 2 students noted wanting to mix up the groups more frequently and allow for more mingling outside of small clusters
- > Other notes included needing to scheduling bio breaks and a recommendation for including a discussion about the death penalty into the Common Ground prompts

*How did this experience meet your expectations? How did it not meet your expectations?*

- > 3 students noted that the experience exceeded their expectations
- > 1 student noted expecting the group would be larger, but added that they felt the smaller group size was valuable
- > 1 students noted that would have liked more time

> Other noted included having an expectation that we would discuss specific issues but that that wasn't a criticism, feeling empowered and learning how to be a better human, and connecting with UMD students and formulating a better plan

*In what ways can we continue to provide support for you? What do you need from us? Do you have any suggestions for how we can keep you all connected?*

Recommendations:

- Book Club and sending the book list from the book exchange activity
- Contact list for facilitators with more info about their roles
- 2 students made requests for continued cross-campus programming and opportunities
- Slack, email list or Facebook page/group for continued conversation and contact

## **Testimonials**

“CTA was honestly one of the best collegiate leadership experiences I have had”

“I felt so empowered and inspired after both days. I really didn't want to leave and I actually had to run to make it to the bus, but it was so worth staying those last few minutes that I did. You all did such an amazing job at giving us opportunities to share common ground, learn from each other, and grow! I reflected a lot within those two days and I feel even more empowered to continue taking action!”

## **Post Experience Survey**

Attendees were provided a link via email & asked to complete a post-experience survey focusing on the CTA outcomes & objectives:

***Only one participant completed the post-experience survey.***

## **Facilitator Feedback**

On Tuesday March 5, facilitators who were available debriefed the experience:

*Overall, what went well?*

- Students were engaged in activities and conversations
- The progression made sense, everything built upon the next, scaffolded
  - One team working on the curriculum from start to finish ensured flow and cohesion between each section & all activities complemented each other
- Interactive activities
- Not have to prepare as much because of the details in the facilitator guide

- Had room to expand on
- All activities worked well
- Shared language: facilitators modeling discussion
- Facilitators are also participants
- Journals were a hit!
- External and internal processing
  - Small and large group
- Reaching an audience that we usually wouldn't reach

*What could be improved?*

- Time was a struggle, even though we had a small group
  - More time for vision boards and historical context activity with post-its
- More time for activities, 2 or 3 days Friday evening - Sunday

*Things to consider for next year*

- Students didn't know what to expect for the experience
  - Work on advertisement - explain more about the experience
  - Give students info that can be used to add in their resumes
  - Send email with resources, book list, activities, objectives of CTA
  - Info about facilitators
- Should have a website
  - Registration and additional info
  - Stand alone website or link from ODI website
- Including UWS and other campuses
- Having done such extensive, detailed work on the curriculum this year will likely allow for less time spent on content in the coming year & more time to focus on logistics and outreach
- A week later so you can advertise during the Summit
  - CSS has a community day to attend
  - This may impact the due date & being able to confirm attendees' selection for the experience ahead of time

## **Budget**

Items	Estimated Cost	Actual Cost
Posters	\$50	58.5
Printing of Pics		
Brown bags	0	
Journals	\$30	30
Books		204
Dinner	\$0	
Breakfast and snacks	\$200	\$303
Lunch	\$300	117
Dinner	\$400	200
Other Materials	\$100	73.44
<b>TOTAL</b>	<b>\$1,080</b>	

Funding for Called To Action primarily came out of the Academic Excellence EFS.

- > Printing costs included posters for outreach & pictures of attendees & facilitators. Receipt for photos had not arrived as of 3.13.19
- > Journals were well utilized during the experience & proved worth the additional expense.
- > Books for the book exchange included purchased copies and donated copies so costs were generally lower for this activity.
- > Friday night's dinner was sponsored by the College of St. Scholastica ODI & cost \$451.50, aiding in overall expenses for food/meals.
- > UMD ODI meal/food expenses totaled \$620. Compared to last year's total expense of \$1400.
- > Other materials includes flip-chart paper, markers, name tags and other supplies for the experience.
- > Brown bags for affirmation bags were already available in ODI.

Total expenses for UMD ODI as of 3/13/19 (waiting for receipt for picture printing): \$986  
Factoring in the cost of dinner sponsored by CSS ODI, the total cost for Called to Action as of 3/13/19: \$1438

# Appendix Item G



## **2018-2019 North Star STEM Alliance Annual Report**

The Louis Stokes Alliance for Minority Participation (LSAMP) is an initiative funded by the National Science Foundation (NSF) which is intended to double the number of African-American, Hispanic/Latino, Native American, Alaska Native and Pacific Islander students receiving baccalaureate degrees in science, technology, engineering and math (STEM) in a five-year period. In Minnesota, the LSAMP program is called the North Star STEM Alliance, which is a partnership of sixteen higher education institutions.

### **Objectives:**

To increase the number of African-American, Hispanic/Latino, Native American, Alaska Native and Pacific Islander students receiving STEM baccalaureates, the North Star STEM Alliance has identified the following objectives:

- Support student achievement via study groups, tutoring, and supplemental instruction.
- Engage students more deeply in their fields through faculty mentorship and research opportunities.
- Explore career directions at 4-year colleges, in industry, and graduate school.
- Build community through social networking, peer mentorship, and student organizations.

### **Major Research and Education Activities\_**

A. Undergraduate research: For each student funded by NSSA, please provide the following:

Name: Fosam Focham

Title of research: Nozzle Atomization

Major: Mechanical Engineering and Industrial Engineering

Graduation Year: Fall 2019

Faculty Mentor: Alison Hoxie

Name: Zablou Kassahun



Title of Research: Tiny Earth Project  
Major: Electrical Engineering  
Graduation year: May 2020  
Faculty Mentor: Renu Kumar

Name: Marwa Hamed  
Title of Research: Tiny Earth Project  
Major: Chemical Engineering  
Graduation year: May 2020  
Faculty Mentor: Renu Kumar

Name: Kidist Kika  
Title of Research: Tiny Earth Project  
Major: Biology  
Graduation year: May 2020  
Faculty Mentor: Renu Kumar

Name: Jeroam DeFoe  
Title of Research: NSSA Summer 2019 Indigenous Research Retreat  
Major: Pre Business  
Graduation year: 2020  
Faculty Mentor: Marsha Small

Name: Teague Goodsky  
Title of Research: Research: NSSA Summer 2019 Indigenous Research Retreat  
Major: Biology  
Graduation year: 2021  
Faculty Mentor: Marsha Small

Name: Alexandera Houchin  
Title of Research: Research: NSSA Summer 2019 Indigenous Research Retreat  
Major: American Indian Studies  
Graduation year: 2019  
Faculty Mentor: Marsha Small

Name: Ronald Willis  
Title of Research: Research: NSSA Summer 2019 Indigenous Research Retreat  
Major: Mathematics  
Graduation year: 2019  
Faculty Mentor: Marsha Small

Name: Fosam Focham  
Title of research: Parametric Study of Counter Flow Nozzle  
Major: Mechanical Engineering and Industrial Engineering  
Graduation Year: fall 2019  
Faculty Mentor: Alison Hoxie

Research Funding: UMD Summer STEM Research

Name: Abdikarim Hussein

Title of Research: Control Systems Analysis of Gain Margin, Phase Margin and Nyquist model

Major: Mechanical/Electrical Engineering

Graduation Year: Spring 2020

Faculty Mentor: Jian-Shiou Yang

Research Funding: UMD Summer STEM Research

Name: Abaynhe Worku

Title of Research: Single-Molecule Studies of the Conformational Changes of a Novel Probe

FRET Probe Due to Environmental Ionic strength

Major Biochemistry

Graduation Year: May 2020

Faculty Mentor: Ahmed Hikar

Research Funding: UMD UROP and UWS McNair

### **Research Symposium:**

UMD showcases the accomplishments of its undergraduate, these efforts are part of our Undergraduate Research Opportunities Program (UROP). However in addition to this formal program, numerous undergraduates pursue independent studies on their own. There are two showcases each year fall semester November 8, 2018 and spring semester, April 19, 2019. Students may give a 20 minutes presentation and showcase their posters.

### **Education Activities**

Academic support - The Office of Diversity and Inclusion provides free one on one tutorial service each semester. Students are encouraged to complete a tutoring application to acquire the assistance needed. Students are encouraged to attend the STEM study sessions. The study sessions are staff by STEM students. The College of Science and Engineering pays for the study sessions STEM student mentor/tutors.

UMD Student Support Programs also has a Tutoring Center. The Tutoring Center offers free walk-in tutoring. Tutoring is limited to Mathematics, Computer Science, Chemistry, and Physics.

UMD Student Support Programs provides supplemental instruction (SI) courses. During Spring 2019, there were three SI Biology courses. SI provides weekly group study sessions for targeted, high-intensity courses. Sessions are facilitated by trained student leaders who attend the class and work closely with course instructors.

SI provides:

- Structured, group study with peers
- Study sessions led by fellow students who have previously completed the course successfully
- An opportunity for additional exposure to challenging concepts
- Free and open support for all students in SI supported courses
- Another alternative to studying alone; SI is voluntary and open to all students enrolled in the course

Office of Diversity & Inclusion Cultural Outreach and Retention Efforts (CORE) Tutoring Program - CORE Tutoring helps students meet their academic goals by connecting them with other qualified students for one-on-one tutoring in any subject. Additionally, this service offers group study sessions, throughout the semester, to any student interested in attending. Through this service, the goal is to help retain underrepresented students.

**Academic enrichment:**

Students also had an opportunity to attend the National Society of Black Engineers Conference. This year 12 students attended the National Society of Black Engineers in Detroit, Michigan on March 26-March 30, 2019.

Students are invited to participate in weekly seminars and lectures sponsored by the Swenson College of Science and Engineering at UMD. Students participated in more than 300 seminars, workshops and lectures sponsored by SCSE.

**Community building:**

Fall semester, students had an opportunity to meet with faculty to learn about research opportunities. New students had an opportunity to learn about the STEM program and meet returning students.

During the academic year, students were also invited to attend meetings sponsored by the UMD National Society of Black Engineers, American Indian Science and Engineering Society and Multicultural Center student organizations.

Several of our STEM students are active members in the organizations that are part of the Multicultural Center and attended two MC Student Leaders retreats. The NSBE student leaders attended the UMD SOC retreat in the fall semester.

**North Star Fellows and Scholars:**

This academic year we had 50 students who actively participated as UMD North Star Fellow and Scholars. 29 Students received funding from the North Star STEM grant. Students are invited to participate in the program and to attend a welcome lunch at the beginning of each semester. Students received a weekly e-mail newsletter. They also are invited to participate in weekly study sessions with other students. This year we had 8 students who also participated in the Office of Diversity and Inclusion CORE Mentoring program and 7 students who participated in the Employees of Color and American Indian Mentoring Program.

**Summer Bridge:**

Math Prep for STEM Careers is a free summer bridge program for incoming UMD freshmen from under-represented groups in STEM. The program consists of two parts: an online summer math course (Basic Math & Intro to Algebra, College Algebra, or Pre-calculus Analysis) and an optional five-day summer camp at UMD. Applicants are strongly encouraged to participate in both an online math course and the summer camp.

The online math courses are self-paced over the summer. The purpose is to prepare for college-level math courses and to “study-then-test-out” of prerequisite courses to Math 1296 (Calculus I). Students work through at least one online math course for which they are placed by their math ACT score (or other college math credit). The courses are taught by Rachel Breckenridge, program director and UMD math instructor. Breckenridge is a former high school math teacher and she routinely teaches Calculus I, II, and III during the regular academic year. She has designed the summer courses specifically to prepare students for taking math courses at UMD.

The summer camp is a preview to life as a STEM major and provides an opportunity to work with student mentors and UMD faculty & staff before fall semester begins. In addition to STEM labs/activities, students will explore STEM careers, register for fall classes, meet with an academic adviser, receive training on personal finances, meet with a personal finance adviser, visit Duluth’s most scenic parks, and make new friends.

Participants will be invited to a reunion event in September aboard the Blue Heron Research Vessel on Lake Superior. This program is possible by several grants, SCSE and the Office of Diversity and Inclusion.

**Faculty mentoring:**

SCSE faculties are engaged in research and several North Star STEM students are participating in faculty research projects.

The Employees of Color and American Indian Mentoring Program partnered with the Office of Diversity & Inclusion to offer mentoring to Students of Color. In 2018-2019 academic year, we had 7 North Star STEM students who participated in this program. These students were matched with a Faculty of Color in the College of Science and Engineering, Medical School and Pharmacy School. The goal of the mentoring program is to create a more supportive environment for students of color students at UMD that enables them excel in their academics while thriving in their health (physical and mental) and general well-being (psycho-social, emotional), by connecting them to needed resources and facilitating engagement with community. The program has also connected students with several faculty to do summer research.

**Multicultural STEM organizations:**

UMD has a very active National Society of Black Engineers (NSBE) and more than 30 students participate in the organization. NSBE participated in several high school campus visit and hosted study sessions throughout the year. The American Indian Science and Engineering Society (AISES) is also a very active student organization.

**Training:**

Students are invited to attend weekly seminars and workshops. The mission of the Interdisciplinary Life Science Consortium (ILSC) is to foster a culture of interdisciplinary

research in life sciences and to act as a catalyst for promoting interaction, exchanging of ideas and collaboration among life science researchers at the University of Minnesota Duluth.

**Community building:**

UMD Peer Mentor/Study sessions were provided to students Monday to Thursday 6 pm to 9 pm in a designated classroom at UMD. Six upper-class students served as mentors and study session leaders. All six peer student mentors received support (ie. paid their salary) from the UMD Swenson College of Science of Engineering. Additional Peer mentoring and Academic Advising was provided Monday to Friday, in the Office of Diversity and Inclusion. The Office of Diversity & Inclusion hosted two welcome events for all STEM participants at the beginning of each semester. The UMD Society of Black Engineers hosted weekly meetings for students to come together to build community.

**Leadership development:**

UMD Society of Black Engineers participated in a retreat for their student executive board leaders' summer 2018 and spring semester 2019. They also participated in the Multicultural Center Student Leaders retreat fall 2018 and spring 2019. Twelve students attended the National NSBE conference in Detroit, MI where they attended several workshops.

**Career development:**

UMD North Star STEM students participated in workshops sponsored by UMD Career and Internship Services.

- Job & Internship Listings and Fairs  
<https://scse.d.umn.edu/swenson-college-science-and-engineering/news/stem-fair>
- Internships
- Writing a Resume & Cover Letter
- Interviewing

**Student testimonies:**

“The difficulties of college for a first-generation child was too much to bear. I grow up wanting to learn about the world and universe and one way for me to do that was to go to college. College was always a dream because I never thought that I would make it, not because of my grades, but rather my family situations. It had always puzzled me as to why people believe that college was not worth the time and the people around me told me to go but didn’t encourage me to go. After high school, I found out the reason the harsh truth of reality and I soon begin to lose the motivation to go to college because of my parents struggle, mostly due to my mother, has befallen me and I found myself two years out of high school and living from paycheck to paycheck and wondered if this was it for me. I pack up my things and left to go to university. After transferring to the University of Minnesota I thought that college would be as simple as graduate and find a job, but that was not the case. Networking was a big factor unfortunately I have realized this a little late. I was in my junior year and did not have any means connection until my friend told me about North Star STEM and the Nations Student Black Engineer (NSBE), where the whole reason for it was to help people with similar background as my find a job. After a year witness what they did I want more people to know about them soon after I became part of the committee to advocate for the people doesn’t have that “family member or

friend who can help them find a job.” I am blessed to have a program to help me like this and I think to myself “why didn’t I discover this sooner,” but I don’t want some coming into college to miss these opportunities. STEM made a difference to my college experience and I believe it will make a difference to these who can’t find guidance from there school.”

AK 2019

“The Star STEM program allowed me to have a grant. Recently I was able to travel to Detroit, MI to NSBE conference. Through this conference, I was able to meet with so many individuals from across the country that had the same interest as me. We were able to exchange ideas and learned so much about each other. I also made so many connections and was able to expand my horizon about engineering in general. I was also able to see companies that are looking for interns. I signed up to their company’s recruitment web for future internship opportunities. In general STEM program is helping to do things that I wouldn't be able to do if I was not part of it. It also helps students like me with low income to have opportunities in the real world and to put themselves out there for success. STEM scholarship also helps me to pay for my tuition. As a result, I am able to focus more into school than my part-time job.

STEM program also allowed me to attend many seminars which taught me so much about recent discoveries, researches, and many more. By attending these seminars, I was able to see the world differently in terms of science and engineering and challenge myself through the presentation and learn something that I did not know before. Such seminars also motivate me to continue to do a great job on my major.

As a STEM major, classes get difficult most of the time. However, having programs like Star STEM motivates a student to continue pushing through the difficulties. It makes students to be challenged and learn things and discover things about themselves and where they fit in the world.

# Appendix Item H

## Sexuality and Gender Equity Initiatives

Sexuality & Gender Equity Initiatives works to empower UMD's queer and trans+ students in their academic and personal endeavors, equip aspiring allies with vital skills to support queer and trans+/gender non-conforming individuals, and collaborate with campus and community partners to strive for an improved and affirming climate for all queer and trans+/gender non-conforming individuals.

### **Programming, Initiatives & Collaborations**

#### *Fall 2018*

ODI Kick-Off

Welcome Week Workshops (2)

Bidentities Workshop

Paint Against Hate

2nd Annual Trans(Gender) Justice Teach-In featuring Pidgeon Pagonis

Guest speaker for Metro State Trans Studies Course

Attendance at Minnesota Out Campus Conference

Advent of QTIPOCC student organization (socials, move discussion, study break)

Binder Supply

Selection of student speakers at National Coming Out Day Luncheon

Co-Facilitation & curriculum review for Leadership & Identities in New Contexts

InClued Training/Study with Planned Parenthood

#### *Spring 2019*

Session with Admissions

Creating Change (Great Lakes region rep)

MBLGTACC

Curriculum review & co-facilitation of Called to Action

#### *Summer 2019*

Session with Dining Services management



**PAINT AGAINST HATE**

AN INSTRUCTED CANVAS PAINTING EVENT PROMOTING RESISTANCE AGAINST HATE & OPPRESSION

ALL EXPERIENCE LEVELS WELCOME!

ODI's Sexuality & Gender Equity Initiatives, QASU & the SFA Unit Change Team invite you to an instructed canvas painting session in observance of:

**TRANS AWARENESS MONTH**

Tuesday, November 27th at 6 PM - 8PM  
 Montague 121  
 UMD Campus

Canvases provided on a first come, first available basis. RSVP encouraged for supplies count: [z.umn.edu/PaintAgainstHate](http://z.umn.edu/PaintAgainstHate)

UMD  
 University of Minnesota  
 DIVERSITY & INCLUSION

**LAVENDER GRADUATION**

Celebrating our queer & trans+ graduating students & Pride Award recipients!

Wednesday May 1 @ 6:30PM  
 Kirby Student Center,  
 Griggs Center

Dinner Provided

RSVP & Register at  
[z.umn.edu/UMDLavGrad19](http://z.umn.edu/UMDLavGrad19)

Pride Award Nominations  
[z.umn.edu/PrideAwards19](http://z.umn.edu/PrideAwards19)  
 Due April 12

For more info, contact  
[rmbrooks@d.umn.edu](mailto:rmbrooks@d.umn.edu)

ODI's Sexuality & Gender Equity Initiatives presents

# TRANS(GENDER) JUSTICE TEACH-IN

A FULL DAY EVENT CENTERING  
TRANS+ KNOWLEDGE, EXPERIENCES AND LIBERATION



## Featured Educator: Pidgeon Pagonis

Pidgeon is an intersex activist, educator, and filmmaker. They are a leader in the intersex movement's fight for bodily autonomy and justice.

Thurs. November 8, 2018  
UMD Kirby Student Center  
Register at [z.umn.edu/TJTRegister](http://z.umn.edu/TJTRegister)

FOR MORE INFO CONTACT  
RMBROOKS@D.UMN.EDU



- 1 free binder each semester ●
- Black Half Tanks Available ●
- Binder Donations Welcome! ●
- For trans+ folx only ●
- Preference for students with limited funds ●

## Binder Supply

Free Binders for UMD Students

Contact  
[rmbrooks@d.umn.edu](mailto:rmbrooks@d.umn.edu)

Or stop by KSC 245

Don't know your size?  
Measuring tape & support also available

# Appendix Item I

## Women's Resource and Action Center 2018-2019 Annual Report

The Women's Resource and Action Center (WRAC) continues to be an inclusive and welcoming organization for students, faculty, and staff to receive support, resources, and education on a variety of topics regarding race, class, gender, and sexual orientation. This year, WRAC had several goals; we wanted to host several large scale events, build upon our Self-Defense Workshops, receive increased funding for our sexual assault advocacy services, and build a connection with WRAC members. We were able to achieve all of our goals and more!

We hosted many large scale events, such as Take Back the Night, International Women's Day, and Consent Week. This year Take Back the Night was coordinated through WRAC with sponsorships from PAVSA, Safe Haven, Break the Silence Twin Ports, along with other community organizations that provided resource tabling during the event. We fundraised around \$500 from selling "Believe Survivors" t-shirts for Consent week. We hosted Sarah Super, the founder of Break the Silence as our keynote speaker for Consent Week. WRAC has continued to expand our International Women's Day programming by hosting Theresa Moses and other student performers for the reception. We also expanded by including a student driven art gallery in the programming. We continue to expand on our self defense partnerships and programming by working with the University of Minnesota Duluth Police Department and University of Minnesota Housing and Residence Life. WRAC continues to be a major educator at UMD on sexual violence issues and is a confidential reporting office. Therefore we were able to receive an increase in Student Services Fees funds for the next academic year to continue to expand our sexual assault advocacy and programming. Many WRAC members have continued to ask for increased involvement in WRAC activities. We meet this need by hosting general volunteer meeting and engaging volunteers to host events such as Roles Against Gender Roles. WRAC continues to collaborate with on-campus and community organizations for many of our events and programming.

Despite our successes, we did not have as many people reserve our Nursing Parents' rooms. There are several possible reasons for this, such as lack of awareness, graduation, or children have aged out of nursing. However, UMD has limited resources for student parents. One recommendation is for the WRAC to expand and provide resources to student parents. Another recommendation is to keep improving LGBT inclusion. The LGBT community faces sexual violence at unprecedented rates, so it is necessary for WRAC to remain a safe place for people of all genders and sexual identities. Based on member interest, there is a recommendation to have more events surrounding sex trafficking, and change the brown bag time once in a while. Better volunteer training has also been mentioned by members. Finally, based on the numbers, WRAC events have lower attendance during the spring semester than the fall semester. Although, this may be a natural trend for college student activities, developing new advertising methods which can be used in the spring may lead to attendance improvement. Overall, this year has been fun and exciting for the Women's Resource and Action Center! We look forward to serving students, staff, and faculty next year.

**WRAC Fall 2018 Calendar of Events**

<i>Date</i>	<i>Event</i>	<i># of Attendees</i>
8/21/2018	Freshman Move-In Day	500+
8/23/2018	Welcome Week Workshop	15
9/6/2018	Fall Activities Fair	500+
9/12/2018	WRAC Open House	75
9/25/2018	Screening of “Anita”	43
9/25/2018	Self Defense Workshop #1	9
10/1/2018-10/31/2018	Clothesline Project Display: Bus Hub	500+
10/1/2018-10/5/2018	Consent Week Tabling	1,000+
10/2/2018	Keynote Speaker: Sarah Super	56
10/3/2018	Sexual Violence 101	10
10/4/2018	Bystander Intervention Training	27
10/7/2018	Self Defense Workshop #2	15
10/10/2018	Brown Bag: BEST Party Model	4
10/11/2018	Take Back the Night	75
10/15/2018-10/17/2018	Domestic Violence Awareness Month Tabling	600+
10/17/2018	Healthy and Unhealthy Relationships	8
11/7/2018	Sexual Health 101	5
11/14/2018	Holistic Yoga & Journaling	3
11/14/2018	Deconstructing Kavanaugh: Confronting Sexual Assault in the Aftermath	17
11/27/2018	Half the Sky Documentary Showing	43

11/27/2018- 11/29/2018	Rolls Against Gender Roles	500+
12/10/2018	Finals Relaxation Night	150

**Total: 4,155**

**WRAC Spring 2019 Planned Calendar of Events**

<i>Date</i>	<i>Event</i>	<i># of Attendees</i>
1/31/2019	Half the Sky Documentary Showing	57
2/4/2019	Spring Activities Fair	200+
2/13/2019	Brown Bag: Toxic Masculinity and Gun Violence	20
2/20/2019	AAUW Start Smart	21
3/5/2019	Women's History Month Movie	4
3/6/2019	International Women's Day Party	200+
3/7/2019	International Women's Day Dinner and Art Show	100
3/20/2019	Dr. Elizabeth S. Parks	
3/21/2019	Women's History Month Movie	5
3/26/2019	Women's History Month Keynote Speaker: Dr. Joy DeGruy	
3/27/2019	Film Showing: RBG	50
3/28/2019	Women's History Month Movie	4
4/3/2019	Brown Bag: Midwifery	8
4/3/2019	Self Defense Workshop	10
4/4/2019	Mock Rape Trial	96
4/8/19-4/12/19	Sexual Assault Awareness Tabling	200+
4/10/29	Brown Bag: PAVSA	25
4/11/2019- 4/13/2019	Pleasure, Bodies & Justice	200+
4/12/19	Emily Nagoski	75

4/12/19	Reproductive Health Dance Party	30+
4/17/2019	Brown Bag: PAVSA	25
4/18/2019- 4/19/2019	#MeToo Conference	100+

# Appendix Item J

Open Doors Report on International Educational Exchange  
International Student Census - University of Minnesota, Duluth  
Fall 2018

<b>ACADEMIC LEVEL</b>	
	<b>Response</b>
Total Enrolled International Students (excluding OPT: Fall 2018)	222
Total Students on Post-Completion OPT: Fall 2018	68
Students Grand Total	290
<b>Undergraduate</b>	
	<b>Response</b>
Freshman	46
Sophomore	20
Junior	25
Senior	37
<b>Graduate</b>	
	<b>Response</b>
Master's	69
Doctoral	5
Professional	7
<b>Non-Degree</b>	
	<b>Response</b>
Non-Degrees (e.g. certificates, exchange students, continuing ed., non-credit, etc.)	13
<b>Optional Practical Training (OPT)</b>	
	<b>Response</b>
Post-Completion Optional Practical Training (all academic levels)	68
<b>Academic Level Total</b>	
	<b>Response</b>
Academic Level Total	290
<b>NEW/CONTINUING</b>	
<b>Undergraduate</b>	
	<b>Response</b>
New International Students	32
Continuing International Students	96
Total	128
<b>Graduate</b>	
	<b>Response</b>
New International Students	28
Continuing International Students	53
Total	81
<b>Non-Degree</b>	
	<b>Response</b>
New International Students	13
Total	13
<b>Optional Practical Training (OPT)</b>	
	<b>Response</b>
New International Students	



Continuing International Students	68
Total	68
<b>Total</b>	<b>Response</b>
New International Students	73
Continuing International Students	217
Total	290
<b>FULL-TIME/PART-TIME</b>	
<b>Undergraduate</b>	<b>Response</b>
Full-Time Students	120
Part-Time Students	8
Total	128
<b>Graduate</b>	<b>Response</b>
Full-Time Students	77
Part-Time Students	4
Total	81
<b>Non-Degree</b>	<b>Response</b>
Full-Time Students	13
Total	13
<b>Optional Practical Training</b>	<b>Response</b>
Full-Time Students	68
Total	68
<b>Total</b>	<b>Response</b>
Full-Time Students	278
Part-Time Students	12
Total	290
<b>VISA TYPE</b>	
<b>Undergraduate</b>	<b>Response</b>
F Visa	122
Other Visa	5
Do Not Know	1
Total	128
<b>Graduate</b>	<b>Response</b>
F Visa	80
J Visa	1
Total	81
<b>Non-Degree</b>	<b>Response</b>
F Visa	13
Total	13
<b>Optional Practical Training (OPT)</b>	<b>Response</b>
F Visa	68
Total	68
<b>Total</b>	<b>Response</b>
F Visa	283

J Visa	1
Other Visa	5
Do Not Know	1
Total	290

**GENDER**

**Undergraduate** **Response**

Male	67
Female	61
Total	128

**Graduate** **Response**

Male	50
Female	31
Total	81

**Non-Degree** **Response**

Male	6
Female	7
Total	13

**Optional Practical Training (OPT)** **Response**

Male	43
Female	25
Total	68

**Total** **Response**

Male	166
Female	124
Total	290

**MARRIAGE STATUS**

**Undergraduate** **Response**

Do Not Know	128
Total	128

**Graduate** **Response**

Do Not Know	81
Total	81

**Non-Degree** **Response**

Do Not Know	13
Total	13

**Optional Practical Training (OPT)** **Response**

Do Not Know	68
Total	68

**Total** **Response**

Do Not Know	290
Total	290

**PRIMARY SOURCE OF FUNDS**

**Undergraduate** **Response**

Personal & Family	112
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U.S. College/University	16
Total	128
<b>Graduate</b>	<b>Response</b>
Personal & Family	49
U.S. College/University	31
Foreign Private Sponsor	1
Total	81
<b>Non-Degree</b>	<b>Response</b>
Personal & Family	12
U.S. College/University	1
Total	13
<b>Optional Practical Training (OPT)</b>	<b>Response</b>
U.S. Current Employment	68
Total	68
<b>Total</b>	<b>Response</b>
Personal & Family	173
U.S. College/University	48
U.S. Current Employment	68
Foreign Private Sponsor	1
Total	290
<b>FIELDS OF STUDY</b>	
<b>Undergraduate</b>	<b>Response</b>
09 Communication, Journalism, and Related Programs	3
11 Computer and Information Sciences and Support Services	20
13 Education	1
14 Engineering	27
16 Foreign Languages, Literatures, and Linguistics	2
26 Biological and Biomedical Sciences	13
27 Mathematics and Statistics	10
31 Parks, Recreation, Leisure, and Fitness Studies	1
40 Physical Sciences	2
42 Psychology	7
45 Social Sciences	3
50 Visual and Performing Arts	6
52 Business, Management, Marketing and Related Support Services	33
Total	128
<b>Graduate</b>	<b>Response</b>
11 Computer and Information Sciences and Support Services	15
13 Education	1
14 Engineering	18
26 Biological and Biomedical Sciences	7
27 Mathematics and Statistics	13
30 Multi/Interdisciplinary Studies	2
40 Physical Sciences	11

42 Psychology	3
44 Public Administration and Social Service Professions	1
50 Visual and Performing Arts	2
51 Health Professions and Related Clinical Sciences	7
52 Business, Management, Marketing	1
Total	81
<b>Non-Degree</b>	<b>Response</b>
13 Education	1
14 Engineering	2
24 Liberal Arts and Sciences, General Studies, and Humanities	5
52 Business, Management, Marketing and Related Support Services	5
Total	13
<b>Optional Practical Training (OPT)</b>	<b>Response</b>
09 Communication, Journalism, and Related Programs	1
11 Computer and Information Sciences and Support Services	23
14 Engineering	16
15 Engineering Technologies/Technicians	8
26 Biological and Biomedical Sciences	2
27 Mathematics and Statistics	8
40 Physical Sciences	1
42 Psychology	1
50 Visual and Performing Arts	4
51 Health Professions and Related Clinical Sciences	1
52 Business, Management, Marketing and Related Support Services	3
Total	68
<b>Total</b>	<b>Response</b>
09 Communication, Journalism, and Related Programs	4
11 Computer and Information Sciences and Support Services	58
13 Education	3
14 Engineering	63
15 Engineering Technologies/Technicians	8
16 Foreign Languages, Literatures, and Linguistics	2
24 Liberal Arts and Sciences, General Studies, and Humanities	5
26 Biological and Biomedical Sciences	22
27 Mathematics and Statistics	31
30 Multi/Interdisciplinary Studies	2
31 Parks, Recreation, Leisure, and Fitness Studies	1
40 Physical Sciences	14
42 Psychology	11
44 Public Administration and Social Service Professions	1
45 Social Sciences	3
50 Visual and Performing Arts	12
51 Health Professions and Related Clinical Sciences	8
52 Business, Management, Marketing and Related Support Services	42

Total 290

**PLACES OF ORIGIN**

**Undergraduate Response**

2210 Bangladesh (BG)	1
4310 Bolivia (BL)	1
4315 Brazil (BR)	1
2305 Brunei (BX)	1
5120 Canada (CA)	11
2110 China (CH)	55
4230 Costa Rica (CS)	1
1330 Egypt (EG)	1
1125 Ethiopia (ET)	1
4260 Honduras (HO)	1
2220 India (IN)	6
2315 Indonesia (ID)	1
3246 Ireland (EI)	1
1130 Kenya (KE)	1
2160 Korea, South (KS)	23
2435 Kuwait (KU)	1
2310 Myanmar (BM)	1
6120 New Zealand (NZ)	1
1560 Nigeria (NI)	4
2235 Pakistan (PK)	2
4355 Peru (PE)	3
2335 Philippines (RP)	1
3283 Sweden (SW)	1
2120 Taiwan (TW)	1
1380 Tunisia (TS)	1
2360 Vietnam (VM)	6
Total	128

**Graduate Response**

4105 Bahamas (BF)	1
2210 Bangladesh (BG)	10
3181 Belarus (BO)	1
4315 Brazil (BR)	2
1220 Cameroon (CM)	1
5120 Canada (CA)	3
2110 China (CH)	21
4325 Colombia (CO)	2
1535 Cote d'Ivoire/Ivory Coast (IV)	1
1330 Egypt (EG)	2
1125 Ethiopia (ET)	1
3223 France (FR)	1
2220 India (IN)	16

2415 Iran (IR)	1
2160 Korea, South (KS)	3
2310 Myanmar (BM)	1
1560 Nigeria (NI)	1
2235 Pakistan (PK)	8
3186 Russia (RS)	1
3182 Ukraine (UP)	1
2360 Vietnam (VM)	3
Total	81

<b>Non-Degree</b>	<b>Response</b>
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3120 Bulgaria (BU)	1
2110 China (CH)	3
3226 Germany (GM)	2
3266 Netherlands (NL)	1
3283 Sweden (SW)	2
3290 United Kingdom (UK)	4
Total	13

<b>Optional Practical Training (OPT)</b>	<b>Response</b>
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2210 Bangladesh (BG)	5
4315 Brazil (BR)	2
1220 Cameroon (CM)	1
5120 Canada (CA)	2
2110 China (CH)	10
4325 Colombia (CO)	1
3131 Czech Republic (EZ)	1
4330 Ecuador (EC)	1
1330 Egypt (EG)	3
2220 India (IN)	22
2415 Iran (IR)	1
3250 Italy (IT)	1
1130 Kenya (KE)	1
2160 Korea, South (KS)	3
2330 Malaysia (MY)	1
1545 Mali (ML)	1
2230 Nepal (NP)	1
1560 Nigeria (NI)	1
3270 Norway (NO)	1
2235 Pakistan (PK)	5
4355 Peru (PE)	1
2460 Syria (SY)	1
2120 Taiwan (TW)	1
4180 Trinidad and Tobago (TD)	1
3288 Turkey (TU)	1
2360 Vietnam (VM)	1

Total	68
<b>Grand Total</b>	<b>Response</b>
Total	290
<b>ADDITIONAL PLACES OF ORIGIN</b>	
<b>Bangladesh</b>	<b>Response</b>
Engineering	12
Math & Computer Science	2
Physical & Life Sciences	2
<b>Brazil</b>	<b>Response</b>
Engineering	2
Math & Computer Science	1
Physical & Life Sciences	2
<b>Canada</b>	<b>Response</b>
Business & Management	4
Engineering	1
Health Professions	2
Physical & Life Sciences	4
Social Sciences	3
Other	2
<b>China</b>	<b>Response</b>
Business & Management	23
Engineering	11
Fine & Applied Arts	5
Health Professions	2
Humanities	2
Math & Computer Sciences	36
Physical & Life Sciences	4
Social Sciences	6
<b>Colombia</b>	<b>Response</b>
Engineering	1
Physical & Life Sciences	2
<b>France</b>	<b>Response</b>
Fine & Applied Arts	1
<b>Germany</b>	<b>Response</b>
Other	2
<b>India</b>	<b>Response</b>
Business & Management	1
Engineering	9
Fine & Applied Arts	1
Math & Computer Science	26
Physical & Life Sciences	5
Social Sciences	1
Other	1
<b>Indonesia</b>	<b>Response</b>

Physical & Life Sciences	1
<b>Iran</b>	<b>Response</b>
Engineering	1
Math & Computer Science	1
<b>Korea (South)</b>	<b>Response</b>
Business & Management	8
Engineering	4
Fine & Applied Arts	1
Health Professions	1
Math & Computer Science	5
Physical & Life Sciences	7
Social Sciences	3
<b>Kuwait</b>	<b>Response</b>
Engineering	1
<b>Malaysia</b>	<b>Response</b>
Fine & Applied Arts	1
<b>Nepal</b>	<b>Response</b>
Physical & Life Sciences	1
<b>Nigeria</b>	<b>Response</b>
Engineering	5
Math & Computer Science	1
<b>Pakistan</b>	<b>Response</b>
Business & Management	1
Engineering	9
Math & Computer Science	5
<b>Taiwan</b>	<b>Response</b>
Math & Computer Science	1
Physical & Life Sciences	1
<b>Turkey</b>	<b>Response</b>
Math & Computer Science	1
<b>United Kingdom</b>	<b>Response</b>
Education	1
Engineering	2
Other	1
<b>Vietnam</b>	<b>Response</b>
Health Professions	1
Math & Computer Science	5
Physical & Life Science	3
Social Sciences	1