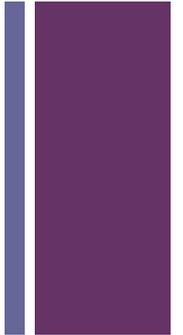


The Social Justice Conversation: How Peer- To-Peer Education Can Impact Your Campus

Presented by: Erin Dewese, Marianne Price,
Nelson Rodriguez, and Colleen Toomey
University of Northern Colorado

+ Outline of Presentation



- Defining the Diversity Mentor Program at the University of Northern Colorado
- What does it mean to be a DM at UNC?
- Learning Outcomes
- Hiring Process
- Curriculum
- Assessment of first year
- Impact of Program & Challenges
- What's next for the DMs?
- Future of the Program
- Application of Program to your campus

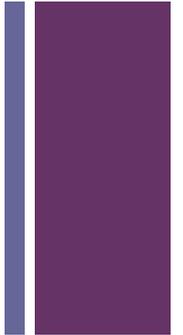


Defining the Diversity Mentor Program



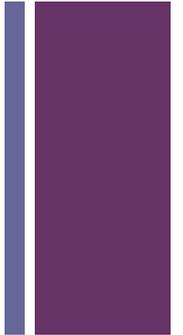
- A collaboration with all levels of the Department of Housing and Residential Education
- Seek to create inclusive communities by planning programs and campus events dealing with diversity topics
- Serve as role models within the community by confronting acts of hate
- Encourage dialogue amongst students
- Serve as a resource to their peers

+ Year One



- Attend a weekly class/training with cohort
 - Team building, identity development, social justice education
- Meet with supervisor weekly
- Work four hours in campus resource office
 - Marcus Garvey Cultural Center, Cesar Chavez Cultural Center, Native American Student Services, Asian Pacific American Student Services, GLBTA Resource Office, Women's Resource Center
- Work four hours at hall front desk
- Meet expectations of student staff member in department
- Attend Lead On Leadership Camp in August

+ Year Two



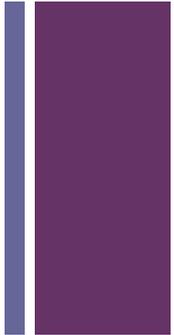
- Serve as member of hall staff
- Weekly one on one with Hall Director, monthly with DM Program Coordinators
- Collaborate with RAs, HDs, and campus partners and university departments on program initiatives around diversity
- Provide individual support to students and staff in the halls struggling with issues involving social identity and cultural differences
- Serve as Lead On Leadership Camp facilitator

+ Year Two (cont.)



- Complete programming and bulletin board requirements
- Facilitate residence hall and campus wide dialogues
- Attend a weekly class/training with cohort
 - Team building, identity development, social justice education
- Work four hours in campus resource office
 - Marcus Garvey Cultural Center, Cesar Chavez Cultural Center, Native American Student Services, Asian Pacific American Student Services, GLBTA Resource Office, Women's Resource Center, Catalyst Social Justice Retreat interns
- Work four hours at hall front desk
- Meet expectations of student staff member in department

+ Position Breakdown



Activity	1 st Sem Hours/Week	2 nd Sem Hours/Week	3 rd Sem Hours/Week	4 th Sem Hours/week
Cultural Center	4	4	4	4
Meet with cultural center director	.5	.5	.5	.5
Diversity Mentor Class	2	2	2	2
Programming	.5	1	5	5
Meet with program coordinator	.5	.5	.5	.5
Desk	4	4	4	4
Attend hall staff meeting	n/a	n/a	2	2
Meet with Hall Director	n/a	n/a	.5	.5
TOTAL	11.5	11.5	18.5	18.5



What does it mean to be a DM at UNC?



■ 1st year cohort

- “I feel I have grown as a person and feel that I am a part of something that is greater than myself.” - Helly
- “It is easy to get discouraged because there isn’t much we can do as first years but I know that building the framework will make us even better advocates next year.” - Lizzy
- “Diversity Mentor program has given me more opportunities to find myself. This program is very necessary on a college campus for many different people from many different places have to work to understand and accept each others difference.” -Tyrell



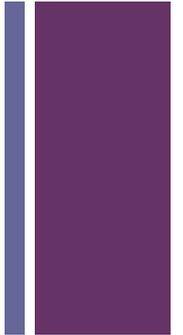
What does it mean to be a DM at UNC? (cont.)



■ 2nd year cohort

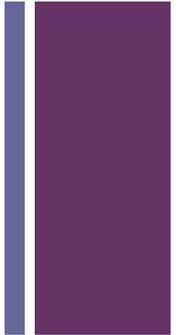
- “I think we open up conversations to students that would never be brought up otherwise. It has allowed those around me and myself to grow as a productive member of society. As soon as the program is well established within the university, it will no doubt spur changes that will be long lasting for a multitude of students.” - Aimee
- “The Diversity Mentor program is such an amazing thing to be a part of on campus. Some days it is just hearing someone remind people to use inclusive language other days it is putting on campus wide programs about immigration. The Diversity Mentors are making a difference one step at a time.” - Sam
- “Despite the fact that we are still not well known on campus, we still are making an impact to the students that we have direct contact with.” - Hilaire
- “The Diversity Mentor group at UNC has made an impact on our campus by promoting open communities that are willing to talk about social justice in ways I have never seen before. The Diversity Mentors have also created a greater connection with the Cultural Centers on campus and made students aware of other valuable resources on campus. I'm inspired by the results of the Diversity Mentor program so far and it is only in its second year.”- Mario

+ Learning Outcomes



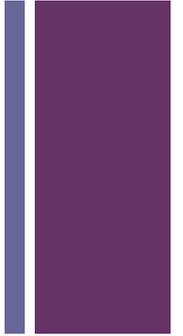
- Mentors will explore their personal identity and understand their expressed identities, interaction with others in regard to privilege
- Mentors will develop helping skills in order to assist with transition for all students at UNC, but specifically students who are members of historically underrepresented groups
- Mentors will maintain a 2.5 GPA to demonstrate their academic success and continue to be an academic role model throughout their employment
- Mentors will understand university resources and be able to refer students as needed to campus offices

+ Hiring Process Overview



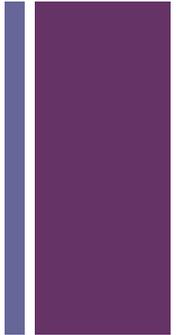
- Solicit interest via departmental website and email to incoming 1st year students
- Application with focus on involvement in high school and local community, two letters of recommendation
- Current DMs read and review application along with Diversity and Social Justice Committee
- Paper cut
- Phone interviews
- Committee selection

+ Application Essay Questions



- Why are you interested in becoming a diversity mentor?
- In what ways has diversity impacted your life?
- Understanding that leadership comes in many ways, how have you used leadership skills to help others?
- If you are granted the position, how will you impact other students through programming and mentoring efforts?

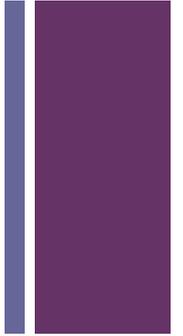
+ Phone Interview Questions



- Tell me a little bit about yourself and why you are interested in becoming a DM.
- Being approachable is important as a student leader. Can you share an example of a time when someone approached you for help.
- Talk about a time when you had to balance multiple responsibilities and how you managed your time and stress
- Please share an experience that changed your outlook on diversity and social justice.

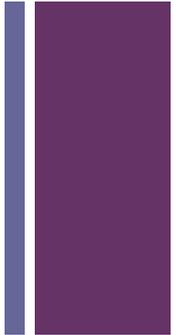


Phone Interview Questions (cont.)



- In what ways do you think you can educate others about diversity while serving as a mentor.
- How would you help a student who had never told anyone else they were gay?
- What part of your identity has made the biggest impact in your life?

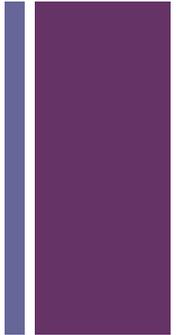
+ Curriculum



■ First Years

- Focus on personal identity development in the fall semester through activities and assignments
- Spring semester focuses on individual identities in an institutional context (The Big 8: race, class, gender, sexual orientation, ability, ethnicity, religion, age)
- Topics include: team building, exploring identity in a societal context, exploring vocabulary, exploring bias, cycle of socialization, individual identity exploration, engaging in dialogue, where I am from activity, creating meaningful relationships

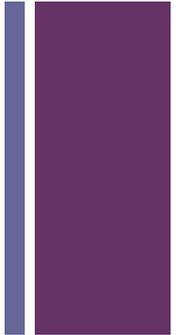
+ Curriculum



■ Second Years

- Meet weekly with cohort to process issues with staff, plan programming, engage in dialogue around readings and current events
- Programming requirements include five hall programs and two campus programs each semester around four topic areas: understanding self, understanding others, exploring bias, taking action

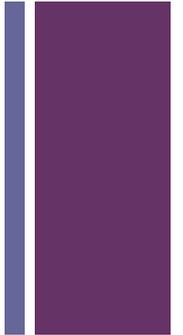
+ Curriculum



■ Community Development Definitions

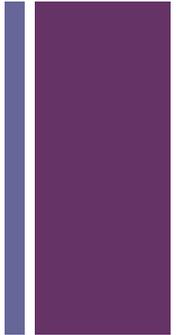
- **Connect:** Educational or social opportunities that allow students to explore and challenge their assumptions about themselves and others through basic interactions
- **Growth & Challenge:** Students experience something new or gain new understanding about a topic that they have had experience with. Students begin to explore the stories of others as a way to understand themselves
- **Share:** Educational programs or events that actively seek student interaction in the learning process. Students share personal experiences and listen to the stories of others through dialogue
- **Engage:** Students initiate educational opportunities for others and share expertise in areas of personal strength

+ Curriculum (cont.)



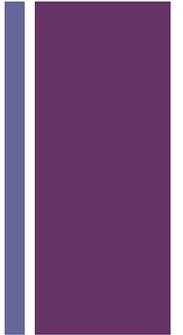
- Diversity Education Themes Definitions
 - Understanding Self: Students actively engage in understanding their personal identity included subordinated and dominant identities
 - Understanding Others: Students gain understanding about how their identities interact with other identities whether those identities are similar or different than their personal identities
 - Exploring Bias: Students explore their personal bias as well as institutional oppression
 - Taking Action: Students explore how individuals can be agents of change for oppression on a personal and institutional level

+ Curriculum



Scope	Frequency	Number of Required Events (Semester Total)	Implemented by
Hall Wide Program	Every 3 Weeks	5	Each mentor
Campus Wide Program	Each Semester	1	Small group of mentors
Support Campus wide programming	Twice each semester	2	Cultural Centers, UPC, SRC, RHA
Hall staff development	Every 4 weeks	4	HD and Diversity Mentor during staff meetings
Student Staff Training	Spring Semester	1	Social Justice committee and Diversity Mentor Staff
Cultural Center staffing	Each Week (4 Hours)	15	Cultural Center Staff
2 nd Year Meetings	Every other week (approx)	7	Residential Education Staff

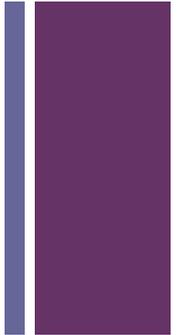
+ Curriculum



■ Cultural Center Expectations

- Diversity Mentors working at the campus resource offices will:
 - Schedule time to be part of the cultural center staff and arrive on time for scheduled shifts. During this time, they will conduct their work with professionalism.
 - Complete tasks assigned by their cultural center supervisor including administrative, interpersonal, and project related work.
 - During their time at the cultural center, mentors may assist with the planning of programs, marketing of events, or development of new initiatives

+ Assessment of First Year



- Programming
 - Campus Wide
 - SB 1070 Legislation
 - Candlelight Vigil for GLBTA Suicides with Active Minds
 - N Word Forum and subsequent Inclusive Language Series
 - Hunger Banquet
 - In-Hall Programs
 - Seriously, You're My Roommate?
 - Ally Dinner
 - The Office Diversity Day
 - Do It in the Dark
 - Four Corners
 - Documentary showings and discussions
 - Staff Development

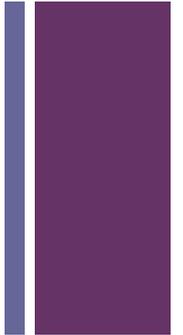
+ Impact of Program

- Marcus Frick, a sophomore English major, on the DM sponsored candlelight vigil: "Looking at the projection screen, I see life, I see hope in all of their faces, and to know that their lives were cut short because of fear and the hatred of others scares me. But with events like these, I can see the world changing." (Published in UNC Mirror 10/22/10)



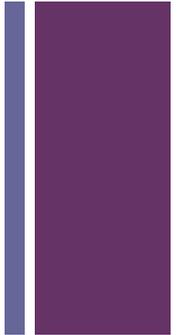


Impact of Program



- Students and staff of Housing and Residential Education
 - “Students coming into college seem to have a lack of understanding of diversity and social justice. I have seen the DM program as essential to educating students and challenging them in new ways that may be unfamiliar.”
Brittany, 3rd year RA
 - “I appreciate that my DM is able to engage my staff around social justice in order to challenge them to be better leaders for the students they serve.” -
Doug, Hall Director
 - “The early impact of the diversity mentor program speaks volumes to the quality of our 1st year students who enter the University with a desire to make a difference in the lives of others. First year students are often not given the opportunity to contribute so early, yet this program highlights the ability levels of both students and dedicated staff to transform a living community.” – Sean, Associate Director
 - “The DM program allows us to train students to do peer facilitated dialogue and activities around issues of diversity and social justice, which allow for deeper learning in this area for students who participate in the programming. The DMs have made a positive impact in a short amount of time. They are working collaborative with many offices on campus to increase the dialogue about issues of social justice on campus.” – Jenna, Director

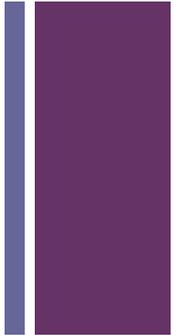
+ Challenges



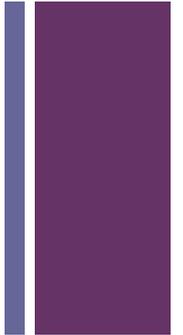
- Perception of compensation from other student staff members
- Overall education about the position
- Institutional and departmental buy-in
- Time commitments and balance
- Serving on multiple staffs
- Self-care in social justice work

+ What's next for the DMs?

- Continued student leadership within the Department of Housing and Residential Education
- Involvement and leadership within the Residence Hall Association
- Attend and facilitate Catalyst Social Justice Retreat
- Student Senate, University Programming Council, other campus clubs and organizations
- Continued involvement with cultural centers

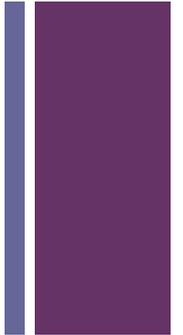


+ Application to Your Campus



- Turn to the person next to you and discuss:
 - Feasibility of applying this to your campus
 - Which parts of the program might work for you?
 - What is already in place?
 - Resources and funding
 - Professional staff support

+ Questions?



- Thanks for attending this session!
- Presenters contact info. Please contact us with any questions or if you are interested in resources:
 - Erin Dewese (erin.dewese@unco.edu)
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