

DESIGN RESEARCH PRACTICES

Spring 2019

STAKEHOLDERS

Cait and Dante

INTRODUCTION

- 01 Background**
- 02 Stakeholders**
- 03 Methods Used**
- 04 Insights**
- 05 Concepts**
- 06 Conclusion**

THE .018 INCLUSIVE CAMPUS SURVEY REPORT

What is it?

The purpose of the survey is to gauge the overall sense of students' inclusion on campus

How was it done?

Through and extensive ____# of ?'s gaining qualitative data

In the report, each question was broken down by demographic

What was the goal?

To gain insight on the campus climate and to get an idea of how to better the inclusion of students on campus

THE 2018 INCLUSIVE CAMPUS SURVEY REPORT

"A diverse community enriches and benefits the entire community, and we want to ensure all students, regardless of differences in background, identity, or views, feel a strong sense of belonging at Notre Dame"

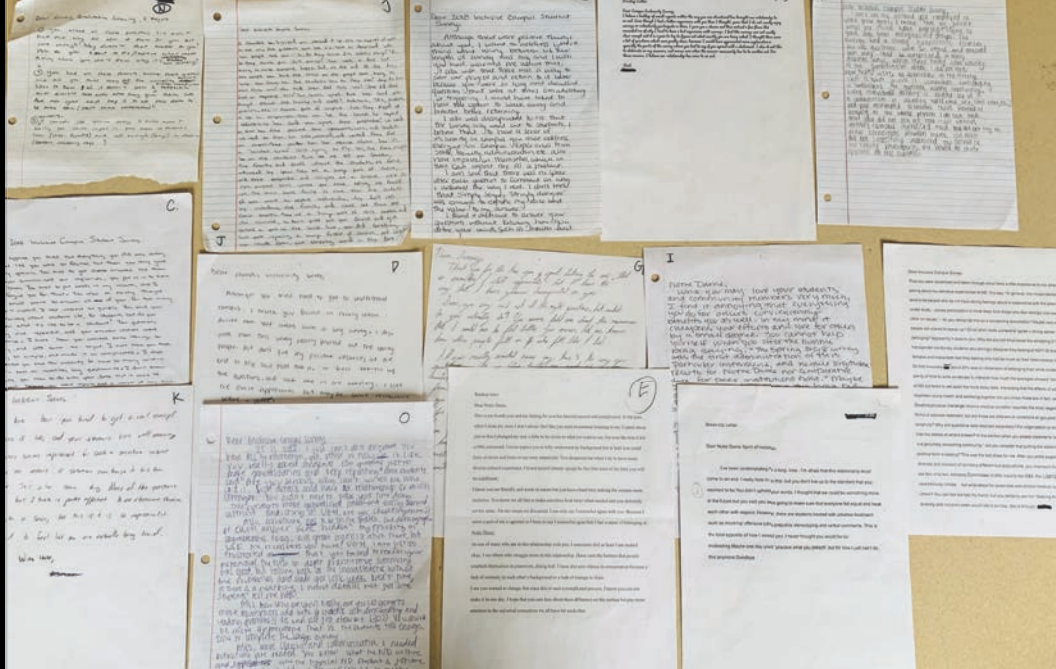
LOVE LETTER/ BREAK UP LETTER

This method is used to show the positives and negatives of an object, policy, etc

01 Wrote two different letters with the purpose of describing what we liked and didn't like about the survey

02 Peer read each others letters and wrote the pros and cons on sticky notes

03 Categorized the sticky notes to see the themes of the letters and survey



MCWELL'S NEEDS ASSESSMENT

The framework for research looking for the gaps between the current condition of campus and the desired condition

Assessment Process:

1. Pre Assessment

Exploration into the purpose of the needs assessment

2. Assessment

Data gathering where you determine context, scope, boundaries of needs assessment

3. Post Assessment

Utilization of the information gathered and usually ends with a report of the information gathered

Post Assessment Process:

1. Data Traingulation

Compiling and categorizing the data

2. Prioritization

Narrow it down to what's important

3. Needs and Recommendations

Determining the short term needs from the data analysis and recommending solutions to client

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Cristina and Julia

STAKEHOLDERS

01 **Groups**

On Campus

Off Campus

Faculty

Staff

02 **Methodology**

Protocols

03 **Process**

Protocols

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Persons, groups, or organizations that have direct or indirect stake in an organization because it can affect or be affected by the organization's actions, objectives, or policies

STAKEHOLDER MAPS

A visual representation of key constituents of a design project

Process

Groups of researchers created stakeholder maps to identify potential key players that influence inclusivity within the Notre Dame community with a specific focus on well-being

Once major players in each community were identified, they were grouped and regrouped for a different perspective

Once major players in each community were identified, each group rotated amongst the other maps offering insight to ideas or organizations that may have been missed. Notes were recorded on post it notes

KWHL CHART

A graphic organizer that helps students organize what they know and what they want to learn about a topic before and after research is done

K = what we **know**

W = what we **want to know**

H = **how** we will research

L = what we **want to learn**

Process

Each subgroup created KWHL charts to refine their target and research objectives

Once each group explained their research goals in detail, each group rotated amongst the other maps offering insight to ideas or organizations that may have been missed

Notes were recorded on post it notes

Off campus

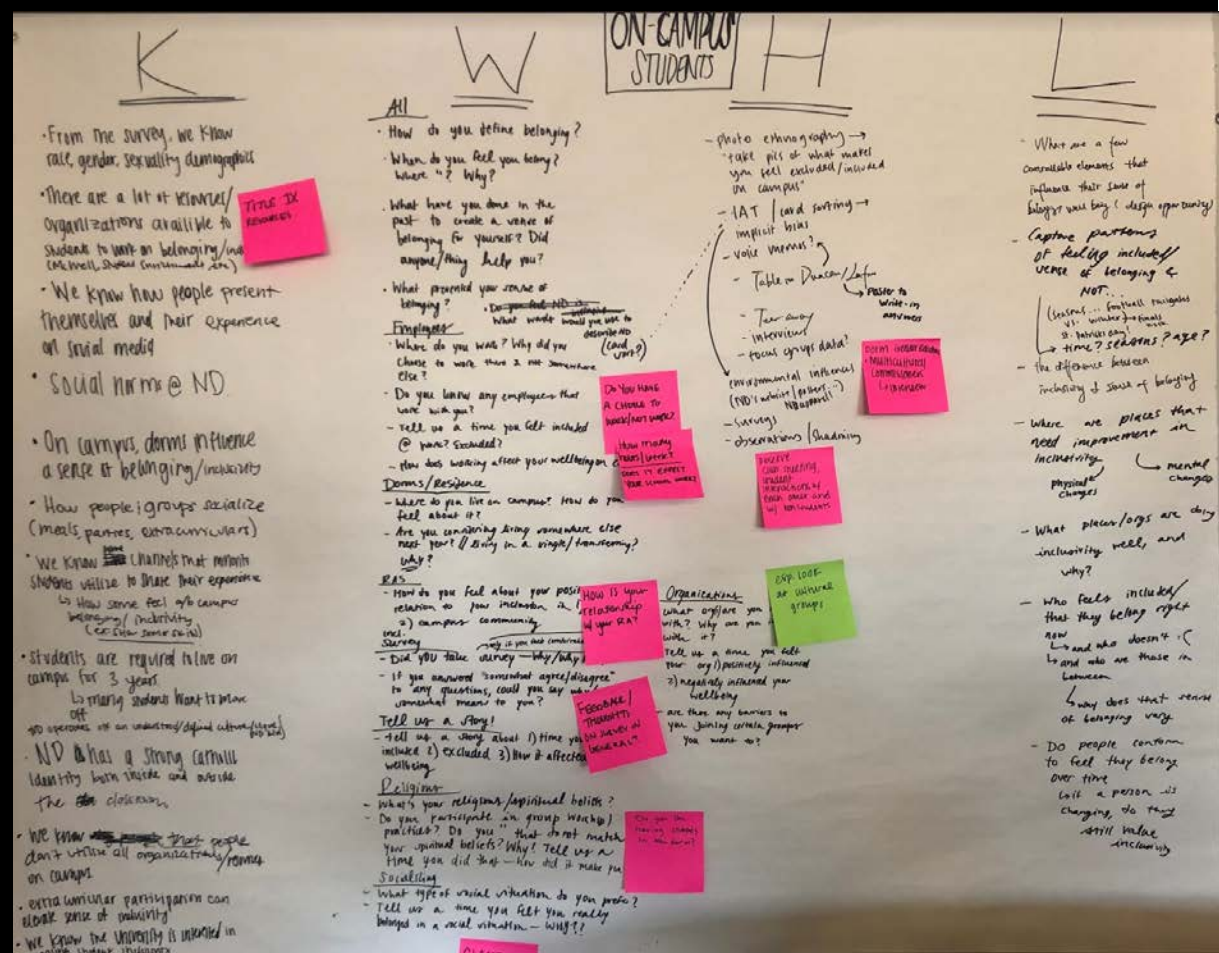


What: Why do students move off?

How: interviews

Learn: How are students affected by barriers to transportation and healthcare?

On Campus

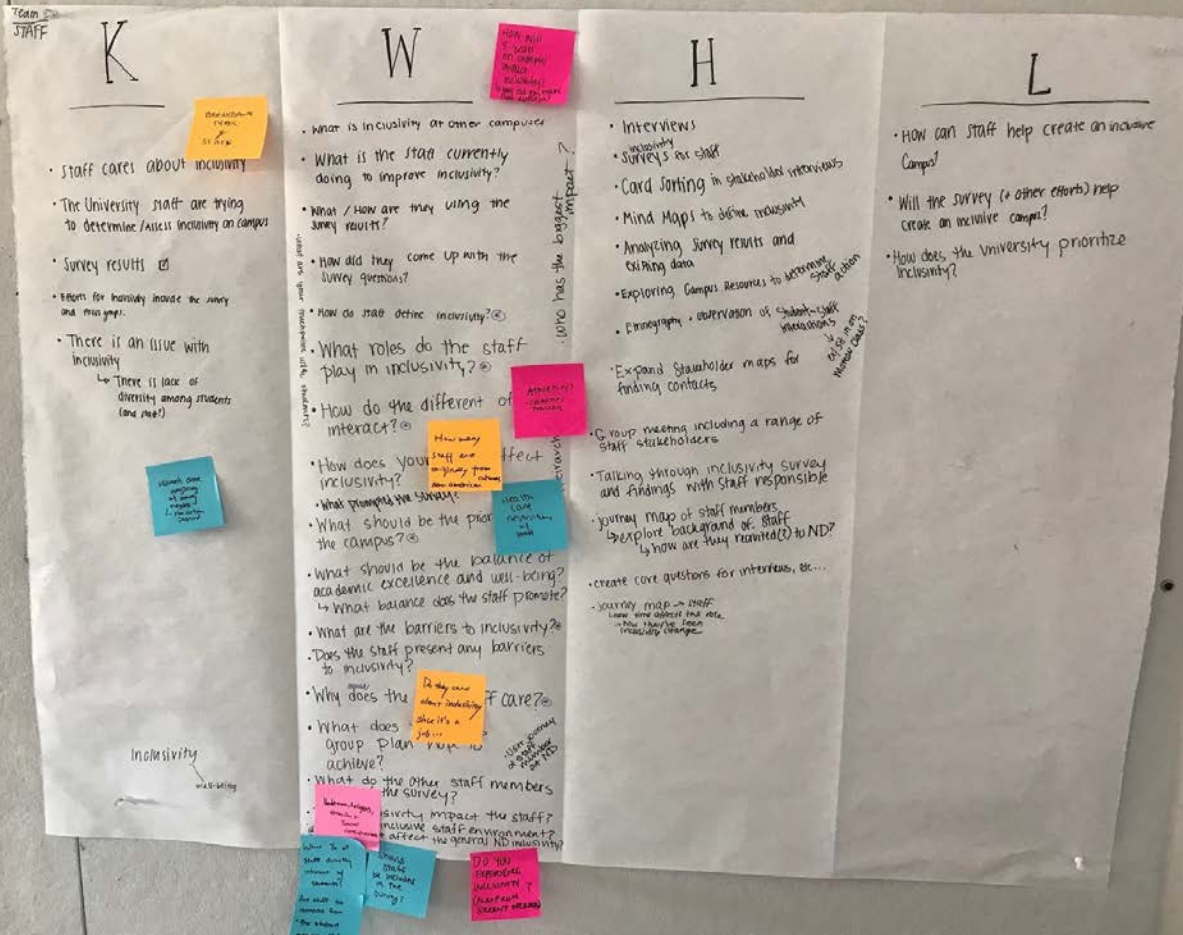


What: Where do you feel you belong?

How: photo ethnography

Learn: What are a few controllable elements that influence their sense of belonging?

Staff

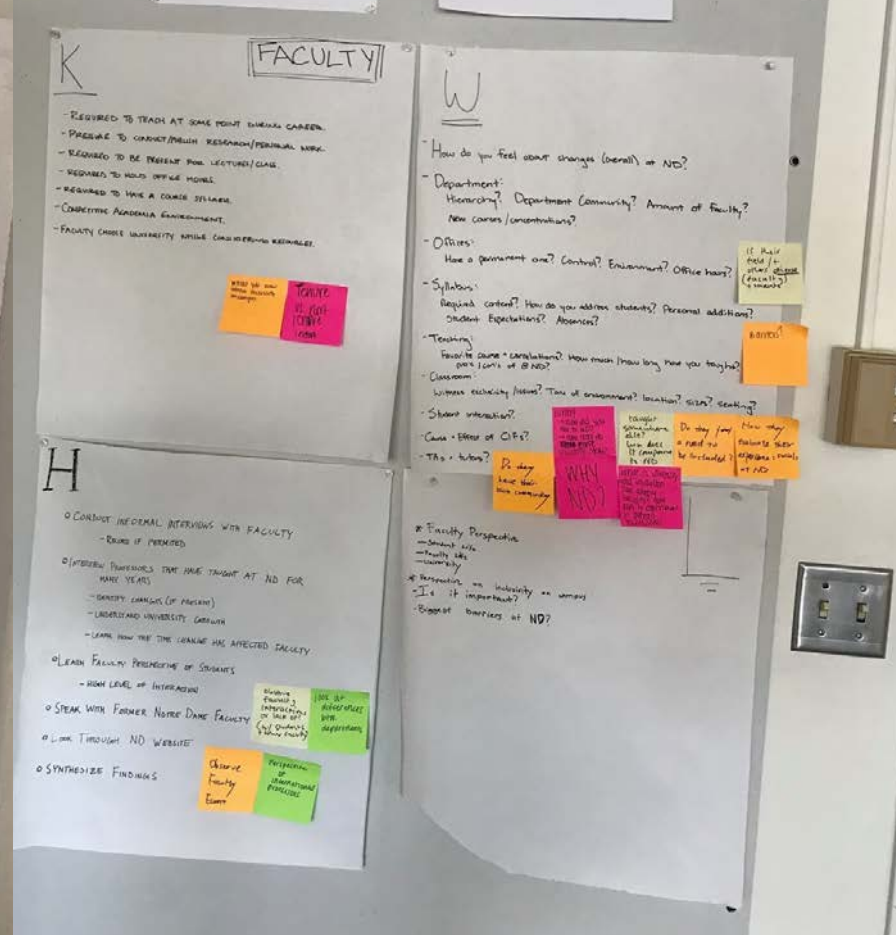


What: What does inclusivity look like at other campuses?

How: Interviews, card sorting

Learn: How can staff help create an inclusive campus?

Faculty



What: How do you feel about changes at ND?

How: Interviews, card sorting

Learn: Faculty's perspective on student inclusivity

PROTOCOL

A research plan recipe with detailed directions on selected methods to be utilized for discovering research goals

COMPONENTS

Target populations:

who is being considered during the duration of the project

Goal:

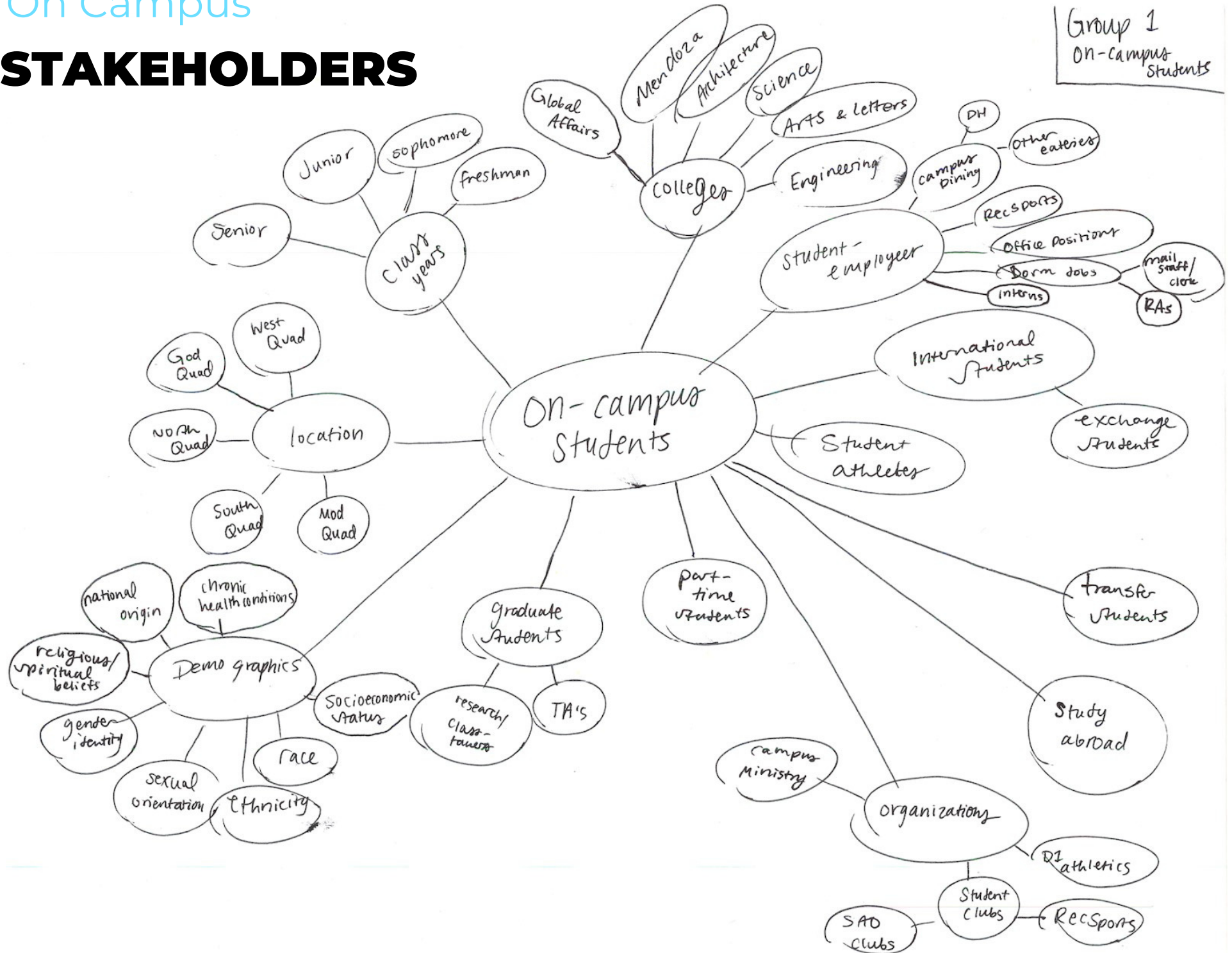
primary research objective

Research Methodology and Techniques:

In-depth explanations for each research method listed

STAKEHOLDERS

Group 1
On-campus
Students



On Campus

PROTOCOL

Target population:

On campus students representing student employees, student athletes, transfer students, international students, study abroad students, graduate students of all demographics mentioned in inclusive campus survey

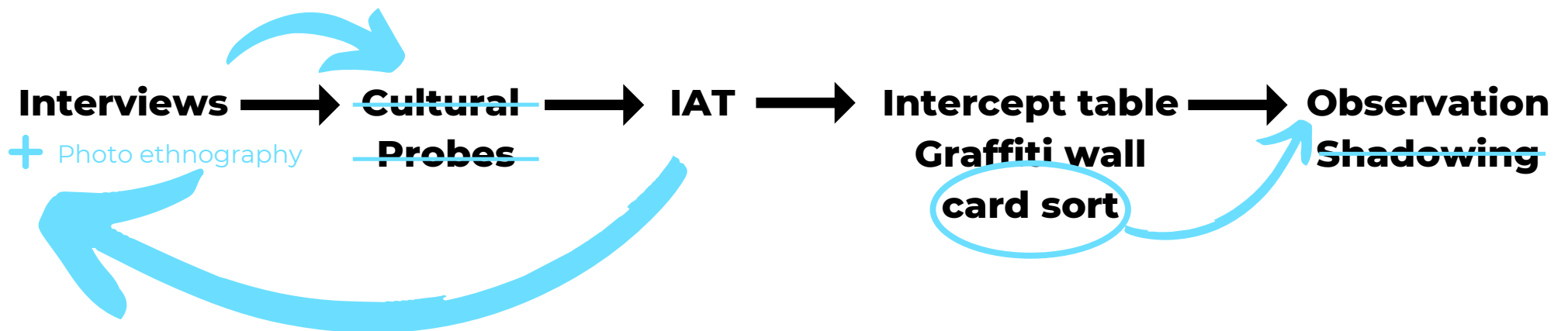
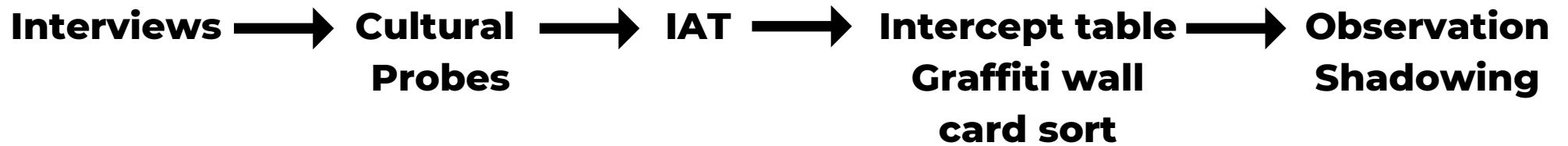
Goal:

To understand how on-campus students experience inclusion and exclusion in relation to their well-being

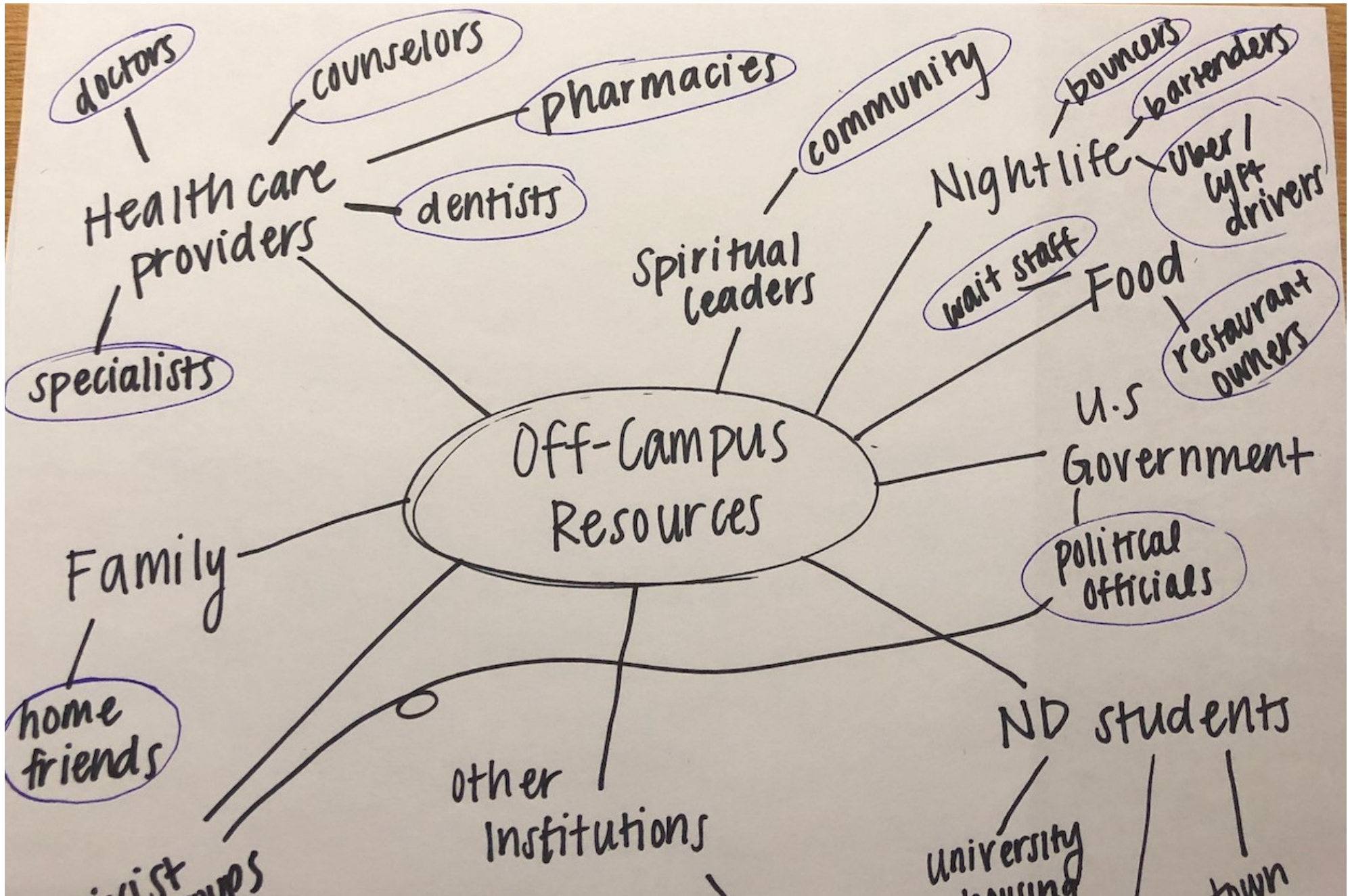
Access, awareness, and aspirations for change were considered

On Campus

PROTOCOL



STAKEHOLDERS



Off Campus

PROTOCOL

Target population:

Uber drivers, off campus religious leaders, healthcare resources, part and full-time off campus students

Goal:

To understand how off-campus resources impact/respond to inclusivity and diversity on the Notre dame campus with relation to healthcare, spirituality, and housing barriers

Barriers: "What barriers on campus cause students to go off campus?"

Off Campus

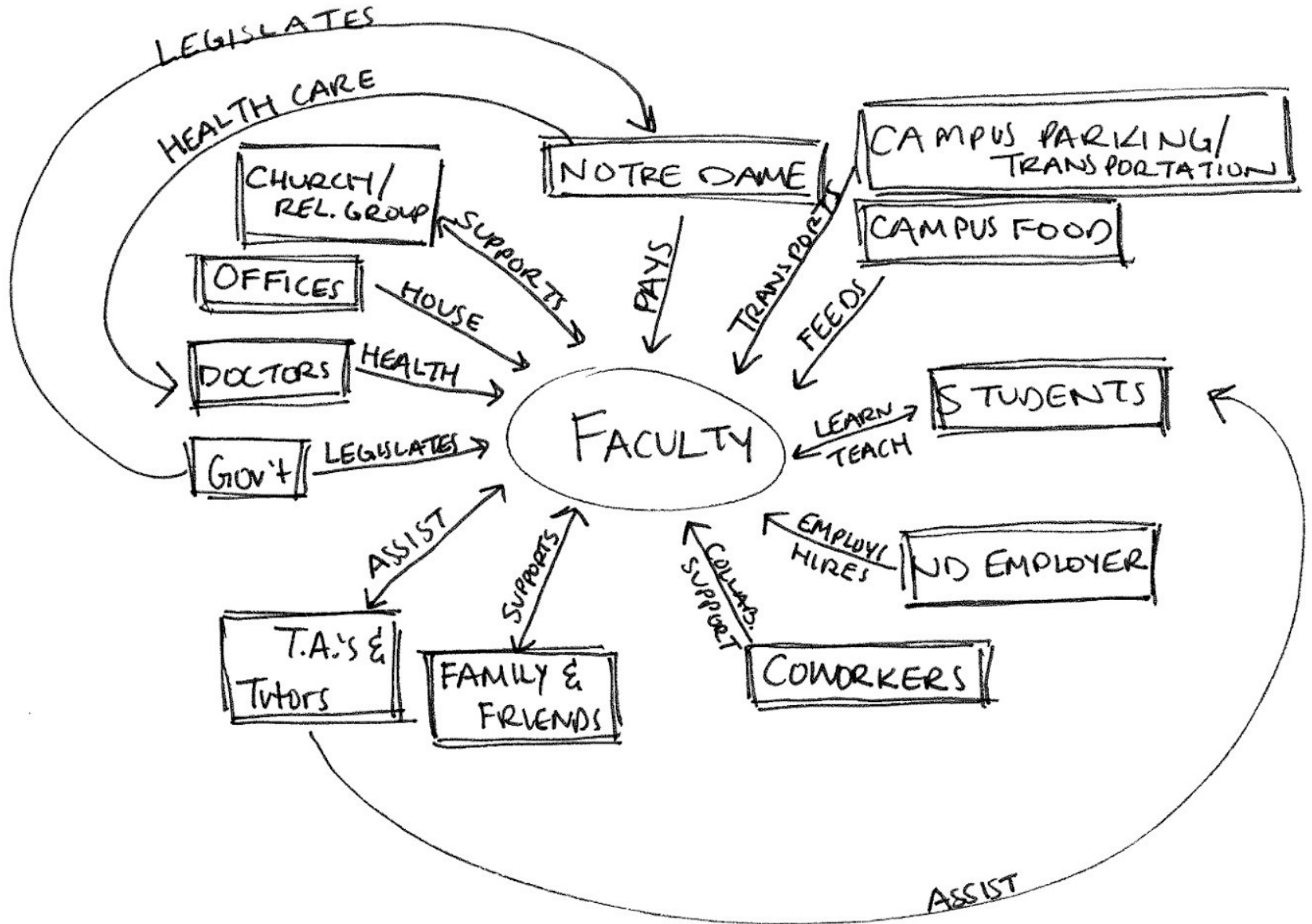
PROTOCOL

Focus groups → **Interviews** → **Card sorting** → **Behavioral mapping** → **Photo journal**

Card sorting → **Behavioral mapping** → **Interviews**

Off Campus Students → **Healthcare** → **Spirituality**

STAKEHOLDERS



Faculty

PROTOCOL

Target population:

Members of the Notre dame community who teach students (considering age, gender, race, income, marital/family status, employment, technology, usage, etc

Primary Goal:

Identify faculty definition of well-being: what is the interaction between students and professor?

"What is the environment you teach in like?"

Secondary Goal:

Identify faculty concerns toward student well-being; what is required on the syllabus?

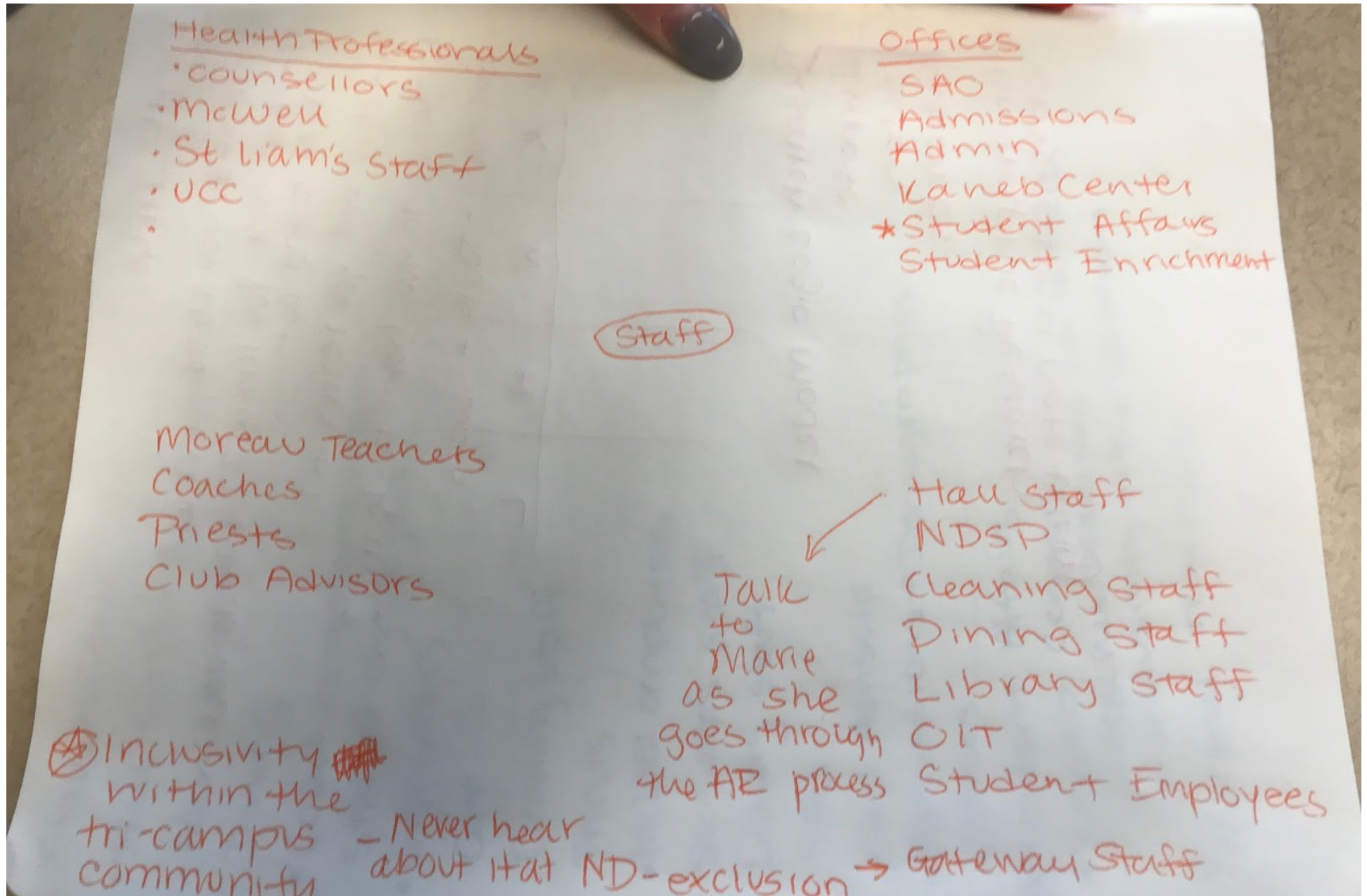
Faculty

PROTOCOL

Interviews → **AEIOU** → **Graffiti walls** → **Secondary Research**

Secondary Research → **AEIOU** → **Interviews** → **Graffiti Walls** → **Second round of Interviews**

STAKEHOLDERS



Staff

PROTOCOL

Target population:

Notre Dame administration, Admissions, Student Enrichment, Gender Relations Center, Student Activities, Hall Staff, McWell, Dining Hall, Bookstore

Primary Goal:

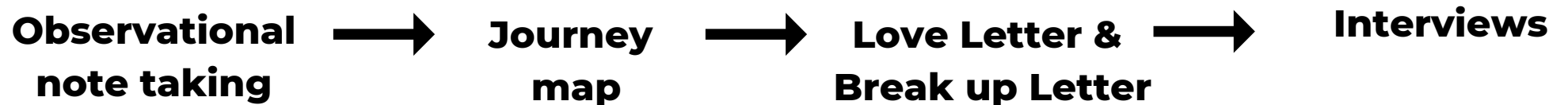
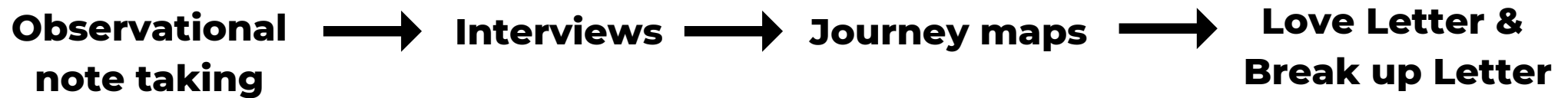
To understand the role of the staff in campus inclusion and well-being

"How does the campus climate affect staff members?"

"What direction is the staff trying to push the campus towards and how?"

Staff

PROTOCOL



On Campus

Goal: To understand how on-campus students experience inclusion and exclusion in relation to their well-being. Access, awareness, and aspirations for change were considered

Off Campus

Goal: To understand how off-campus resources impact/respond to inclusivity and diversity on the Notre Dame campus with relation to healthcare, spirituality, and housing barriers

Faculty

Primary Goal: To identify faculty definition of well-being: what is the interaction between students and professors?

Secondary Goal: To identify faculty concerns toward student well-being: what is required on the syllabus?

Staff

Goal: To understand the role of the staff in campus inclusion and well-being.

"How does the campus climate affect staff members?"

"What direction is the staff trying to push the campus towards and how?"

METHODS

Lauren, Marissa, Allie, and Clare

METHODS

- 01 Interviews**
- 02 Photo
Ethnography**
- 03 Graffiti Wall**
- 04 Card Sorting**
- 05 Behavior Map**
- 06 Journey Map**
- 07 Personas**

INTERVIEWS

A conversation to collect first-hand accounts of experience, opinions, attitudes, and perceptions

A common and well known method of data collection

Personal anecdotes and candid responses

Process overview:

Each group created a detailed interview protocol with questions

All members of the class reached out to people fitting the demographics of their group

Mostly one-on-one conversations

Varying interview lengths

Varying locations

INTERVIEW PROTOCOL AND QUESTIONS

01 Target Population

02 Primary and Secondary Research Goals

03 Research Methodology

Interviewing

Method/Technique Overview

What to look for (observations)

Questions/areas to probe

Things to document

On-campus students

Feelings about exclusion were personal
Inclusion was interpersonal, not systemic
"screened" interviewees to attempt to get a
variety of perspectives and thoughts

Off-campus Resources

A lot of resources and a lot of variations in
response from subsets
Not all information was directly relevant

Faculty

Difficult to set up
Conversations naturally steered towards
students, not actually faculty

Staff

Willing to talk
Some resources differ from faculty

SUCCESS

Personal details that we could not have gotten from other methods

DIFFICULTIES

Recruitment and setting up, difficulty in synthesizing all the information

PHOTO ETHNOGRAPHY

Research subjects take photos of their personal experience

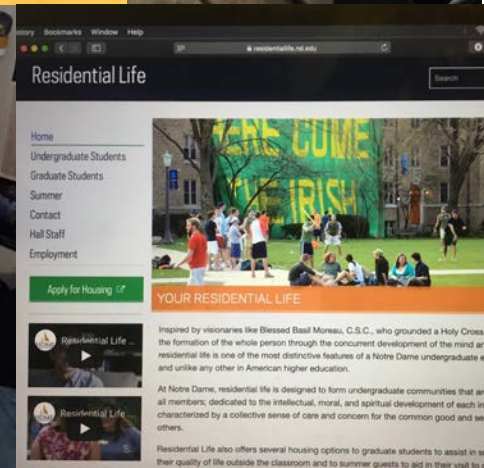
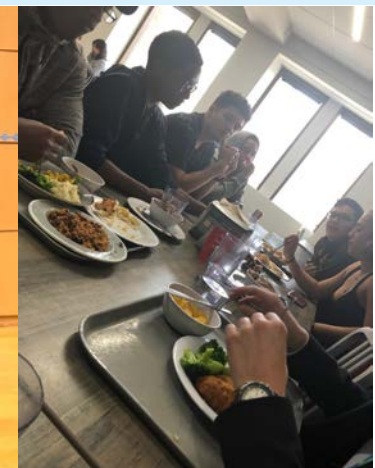
To contextualize; a "touchstone"

Interviewees completed photo ethnography before interview

Success: integrating photos into interview

Challenges: saving until the end; using old photos

Findings: people avoided capturing when they felt excluded



GRAFFITI WALL

Posters prompting passerby to draw/write response

To reach audiences on-campus group couldn't interview; mass data collection

On-campus: "tell us where you feel included/excluded..."

Success in dorms but difficult in Duncan

Findings: places of inclusion/exclusion co-occurred EXCEPT for clubs



GRAFFITI WALL

Posters prompting passerby to draw/write response

To reach audiences Faculty group couldn't interview; bulk data

Listed resources; asked faculty to tally if they knew/used them

Successful data acquisition but people failed to read all the way through

Confirmed suspicion that there are tons of faculty resources that faculty don't know about

FACULTY (ONLY!)

PLEASE PLACE A TALLY NEXT TO EACH RESOURCE/PROGRAM.

RESOURCE / PROGRAM:	HAVE YOU USED IT?		I'VE NEVER HEARD OF THIS...
	YES!	NO!	
McWELL WELLNESS CENTER			
- PRIMARY MEDICAL CARE			
- PEDIATRIC CARE			
- PHARMACY			
- MEDICATION WELLCHECK			
- PHYSICAL THERAPY			
- WELLNESS COACHING			
UNIVERSITY HEALTH SERVICES (ST. LIAM'S)			
FREE HEALTH SCREENINGS (OF WELLNESS CENTER)			
SMITH CENTER GYM			
ROCKNE MEMORIAL GYM			
RECSPORTS F.A.S.T. CLASSES			
CAMPUS DINING HALLS			
ON CAMPUS DINING			
PROFESSIONAL DEVELOPMENT PROGRAMS			
FACULTY SUCCESS PROGRAM			
KANEB CENTER WORKSHOPS			
INCLUSIVE EXCELLENCE WORKSHOPS			
MOREAU FACULTY DEVELOPMENT PROGRAM			
CANNON LECTURES			
DIVERSITY DISCUSSIONS			
OTHER			

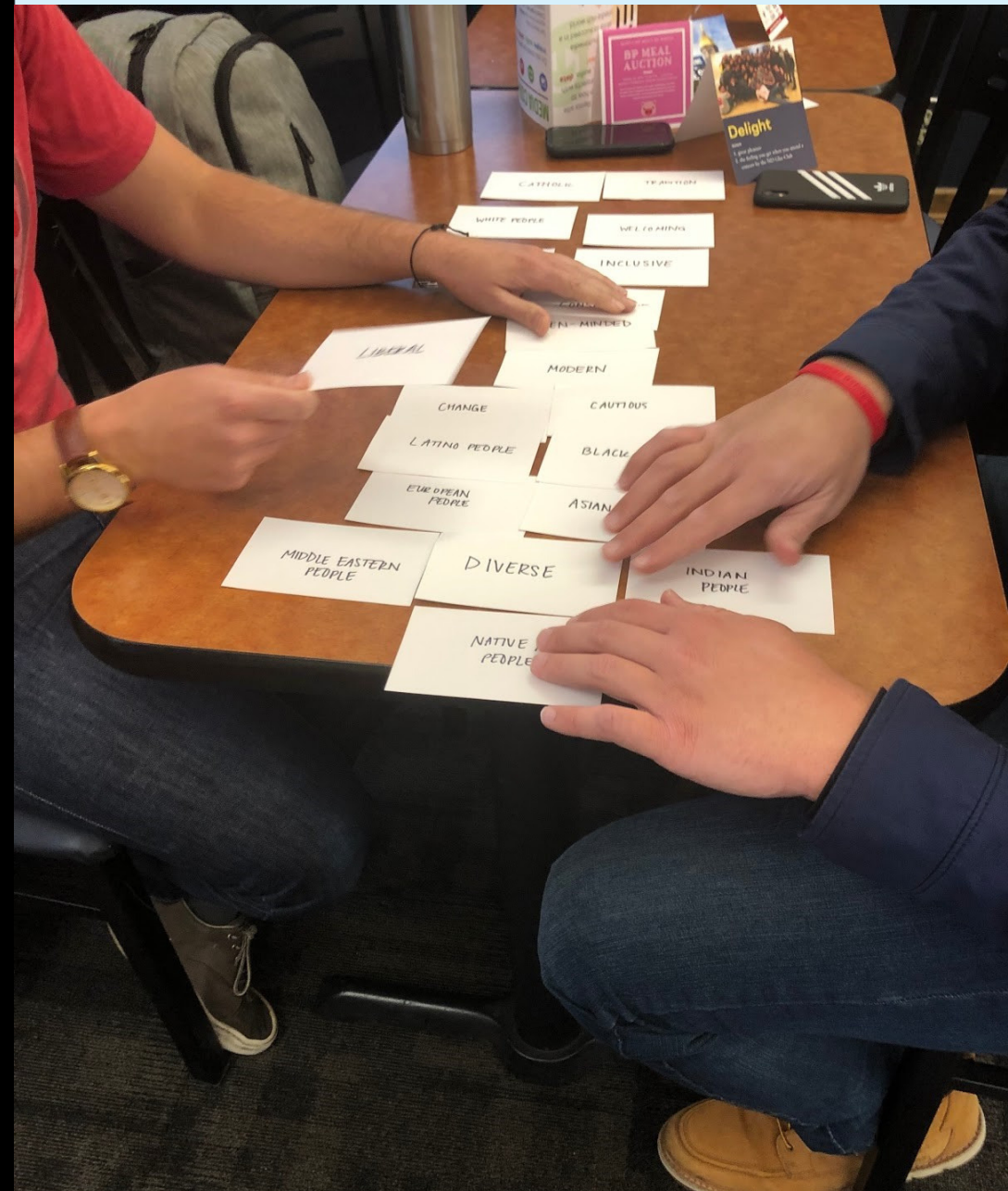
(THIS IS FOR A DESIGN RESEARCH CLASS. IF TAKEN DOWN PLEASE CONTACT PROFESSOR CARLY HAWKINS)

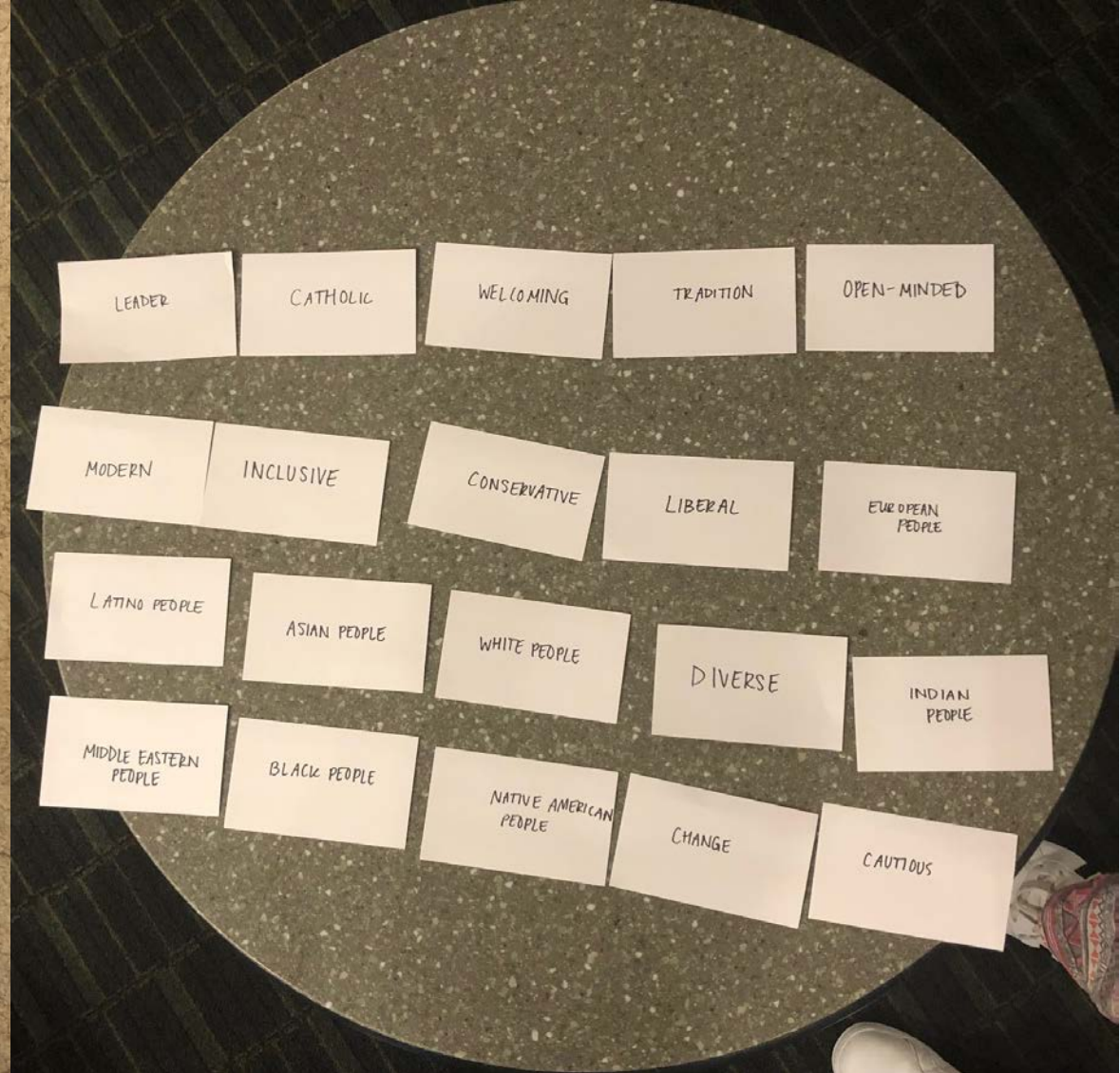
To discover resources important to students

To explore student perceptions of inclusivity on the Notre Dame campus

CARD SORTING

participating sorting of concepts, terms, or features into meaningful categories and relationships using printed cards





CARD SORT FOR OFF CAMPUS RESOURCES

Card Sort #1

Select a random student in Lafortune Student Center and ask for their participation

Ask: what are the top 5/20 places most important to you?

Record the chosen cards

Card Sort #2

Select a random student in Duncan Student Center and ask for their participation

Ask: can you pick out 3/10 places that you have gone to that have been the most influential to your well-being?

Record the chosen cards and ask why cards were/were not chosen

SUCCESS

confirmed assumptions

Follow up questions yield
deeper understanding

DIFFICULTIES

use at beginning of research

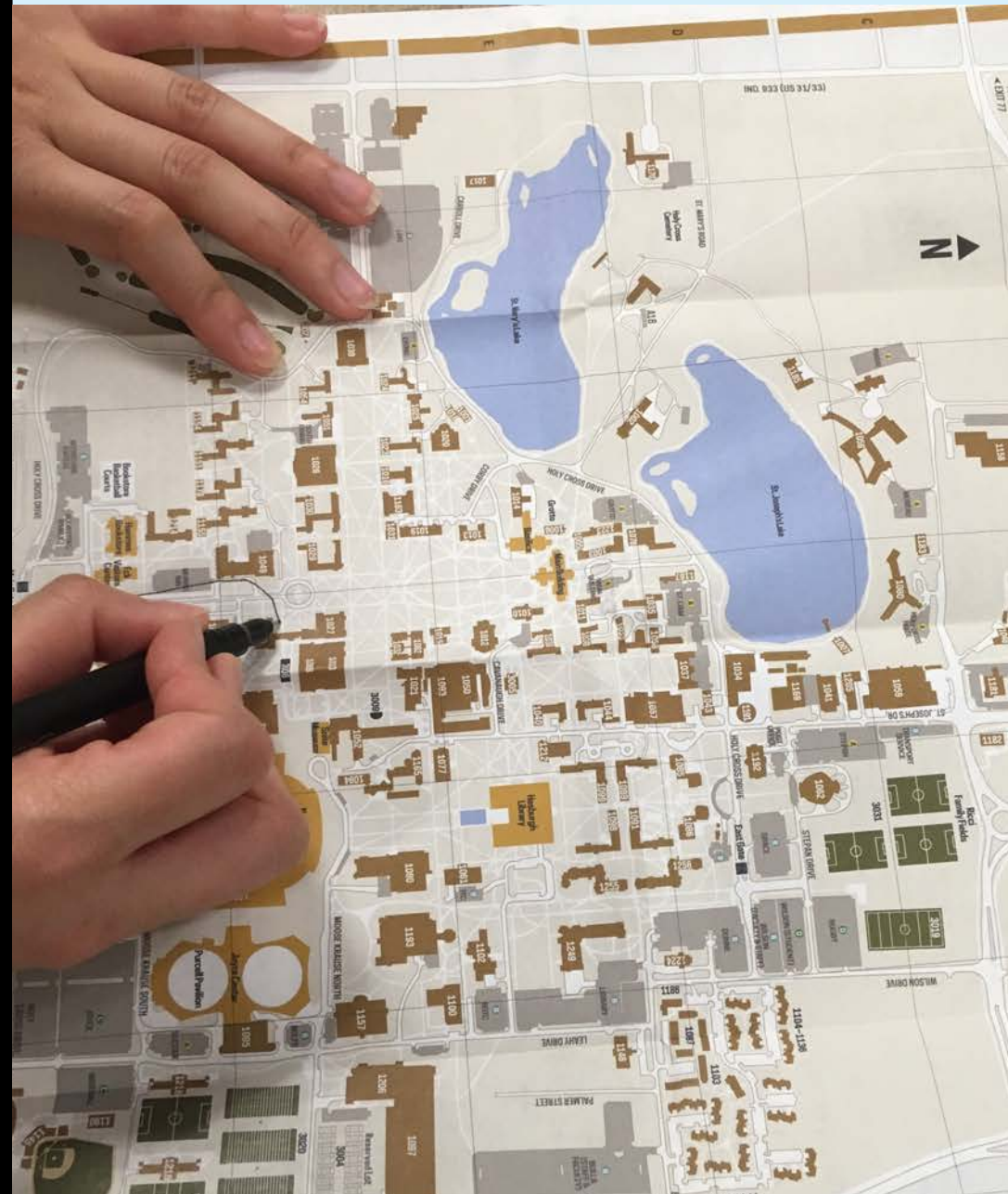
Make sure all of the cards are
relevant to the topic

BEHAVIOR MAPPING

Systematic visual documentation of location-based human activity

To discover where off-campus students go on campus

Can you draw a line on this map that shows where you go on a regular weekday?



JOURNEY MAP

Step 1: Fill out the timeline below with the events of a typical day in your life. This could include when you get to work, interactions with students, interactions with other staff members, etcetera. As you are placing those key events place them on the timeline according to the appropriate mood you feel during that event.

Step 2: Below the map write out a couple of the specific thoughts or feelings you have during this particular event.



Positive



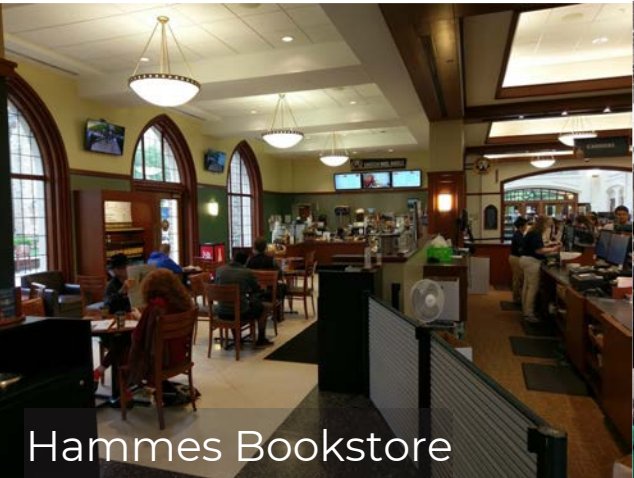
Neutral



Negative

Thoughts & Feelings:

OBSERVATIONAL NOTE-TAKING



PERSONAS

Faculty



"PROFESSOR ^{MY} STUDENTS ARE MY LIFE!"

"THE BEST PLACE TO DISCUSS INCLUSIVITY IS IN THE CLASSROOM."

"MY MAIN JOB IS TO BE THE FIRST LINE OF DEFENSE FOR MY STUDENTS."

"IF THERE WAS AN INCLUSIVITY ISSUE I WOULD GOOGLE WHAT TO DO."

- AGE 29
- MALE DESIGN ^{GRADSTUDENT} PROFESSOR HIRED A LITTLE OVER A YEAR + A HALF AGO. HAS TO TEACH.
- BEGAN FOCUSING ON OVERALL WELLBEING AFTER BEING HIRED. INFLUENCED BY MCWELL'S FREE NEW EMPLOYEE HEALTH SCREENING.
- BIGGEST FOCUS IS CREATING A HEALTHY, INCLUSIVE ENVIRONMENT FOR HIS STUDENTS.
- NEVER EXPERIENCED INCLUSIVITY ~~OR~~ HERE AT ND. NEVER WITNESSED INCLUSIVITY IN HIS CLASSROOM.
- DOESN'T KNOW OF ANY INCLUSIVITY RESOURCES. FACULTY



46, South Bend
Sociology Professor

- Feels separated from student life
- Enjoys eating meals with fellow faculty and students
- Wants more office hours and CASUAL MEETINGS and less ~~obligated~~ obligated Faculty

Faculty

"Professor Healthy" Henry

"Working out is the best way to stay healthy at ND"

"My dream is to involve students with my workout sessions"

PROF. SPACE
(FACULTY)



"THERE ARE NOT ENOUGH FACULTY ONLY SPACES"

"I THINK ITS AWKWARD TO RUN INTO STUDENTS AT THE GYM"

- MALE HUMANITIES PROFESSOR WITH TENURE
- ENJOYS TEACHING AND FORMING BONDS WITH STUDENTS
- WISHES THAT FACULTY HAD MORE SPACES AWAY FROM STUDENTS TO HAVE SOME PRIVACY
- ONLY WORKS OUT ~~ON~~ DURING LOW STUDENT HOURS
- BRINGS LUNCH TO AVOID ON CAMPUS DINING

PERSONAS

Staff

Frank Edwards, Assistant Director of Student Affairs



- Interaction with students: limited, second-hand
- Working at ND for 4 years
- ND Alum
- Head of campus climate survey
- Motivated by ND's mission
- Goal: assess campus climate to understand inclusivity at ND
- data-driven
- sensitive to alumni + public reception
- gets things done through meetings

"The survey provided insightful data, and I am interested in hearing students' feedback, so we create a welcoming campus for all."

Team 3_Staff

Carlos Gonzalez, Campus Dining Staff



- Interaction with students: daily, first-hand
- Working at ND for 10 years
- Immigrant
- Goal: ~~not~~ provide for his family ^{through his job,} ensuring food is prepared well at dining hall for the students
- Enjoys meaningful interactions with students

"I like working in the dining hall and getting to interact with my coworkers and students, but it can be monotonous."

Team 3_Staff

Stacey Jackson, works in GRC, Assistant Director of Student Initiatives



- Interaction w/ students:
 - Moreau teacher
 - Prism club advisor
 - Meets with students in her day-to-day routines
 - works w/ campus ministry to Plan LGBTQ student retreats
 - Mentor to LGBTQ students

Quote: "my vision for inclusivity is to move all communities forward, but look particularly at LGBTQ to make sure they have the same welcoming experience others do."

PERSONAS

On-campus students



- out w/ friend
- sophomore
- Howard Hall
- Women's Lacrosse Manager
- vegetarian
- ACMS & EOL
- partial Scholarship
- Mexican-American
- from AZ

LAURA HERNANDEZ:
THE HARD WORKER

"I feel really included w/ other team managers because none of us really did this before college. They're really fun!"

"The 'ND experience' is so expensive

"When people ask if I'm from Spain just because I speak Spanish....

ON-CAMPUS



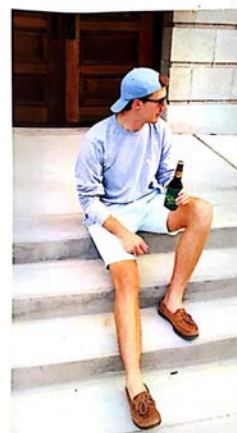
- Senior on campus
- RA in Dunne
- Comp Sci, Poly Sci
- atheist
- homosexual
- biracial
- parents well educated
- travels
- democrat club
- milkshake mas for socializing

Troy Wang

"social butterfly"

"IN PRISM, what defines you is beyond your initial shared characteristics."

"It's not the school being exclusive, it's just the nature of the school."



Tommy O'Leary
"The ND Bro"

- sophomore
- from Chicago suburbs
- white male
- heterosexual, talks to Karre in Welsh Hall
- lives in Dillon Hall
- goes to milkshake n
- Finance major
- SIBC, Interhall foot
- Bookstore basketball

"I lost my bike and all the guys in my section had a search party, spending 2 hours on Saturday searching to find my bike"

on cam smile



Laida Ibarra
"The Outsider"

- Female
- from Senegal
- Black
- Heterosexual, does not date
- Full Scholarship
- lives in Farley hall, single
- Work in the library
- Mechanical Engineering major

"I feel excluded being the only black person in my section and my engineering class of 200 ppl."

"I never expected Notre Dame to cater to my needs. That Mindset allows many bad things to happen to me and I just thought that it is okay."

PERSONAS

Off-campus students



"IN BETWEENER"

"Living off campus senior year is a great segway between undergrad + real life"

- Female, 22 years old
- Senior
- lived on campus for 3 years → off campus 1 year
- Lives w/ girls from her dorm



IAN "Outlier"

"It's hard to focus in the dorms when all the guys do is party."

- Junior
- Male, 20 years old
- Moved off campus Junior year.



SABRINA

"Practicing non-Catholic"

- non-denominational
- "4x" activities relate to faith a week (Church, ESL, YL, child minister)

"I was nervous about coming to Notre Dame, but I was able to find a strong non-Catholic community"



JAMES

"non-believer"

- James
- feels discriminated against
- doesn't feel accepted
- ~~resents~~resents that people assume he's Catholic

"being a non-believer on a Catholic campus is like being white at a historically black college"

OFF CAMPUS GROUP (STUDENTS)

OFF CAMPUS GROUP (STUDENTS)



Tracy, 19, college sophomore

"Notre Dame doesn't have the best female reproductive health services"

- Goes off-campus for OBGYN specialist
- Fills bc script off campus
- hasn't had the best st. Liam's experiences
- will go to UHS for minor illnesses
- intelligent, feminist woman

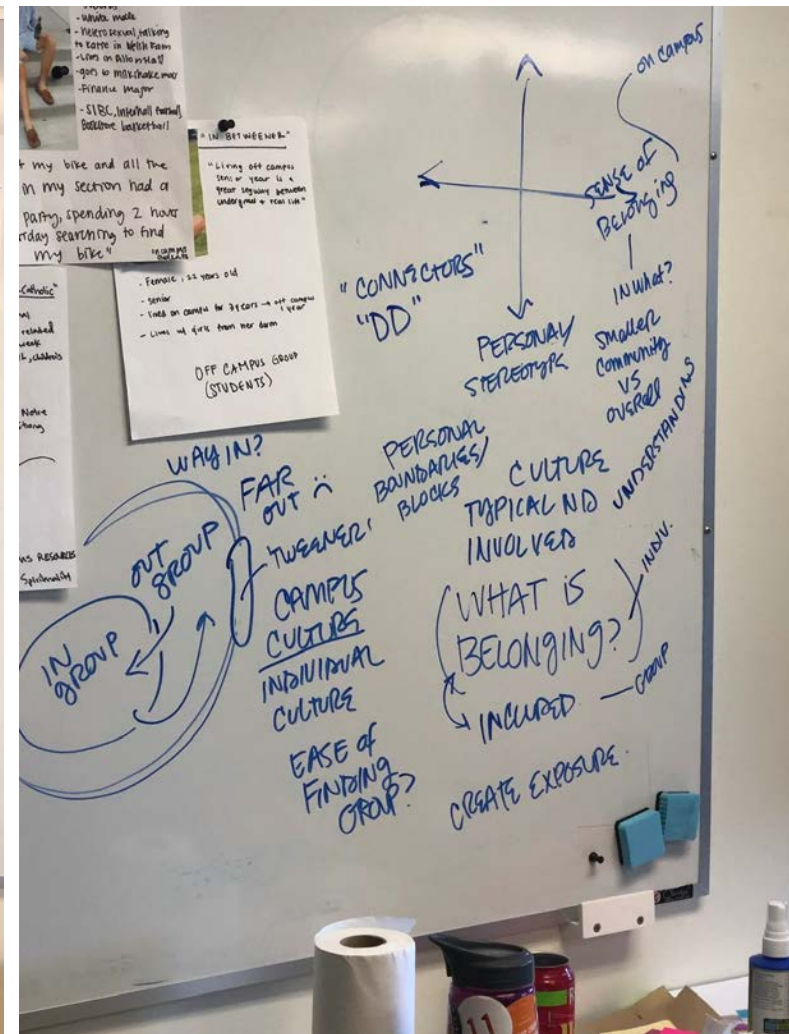
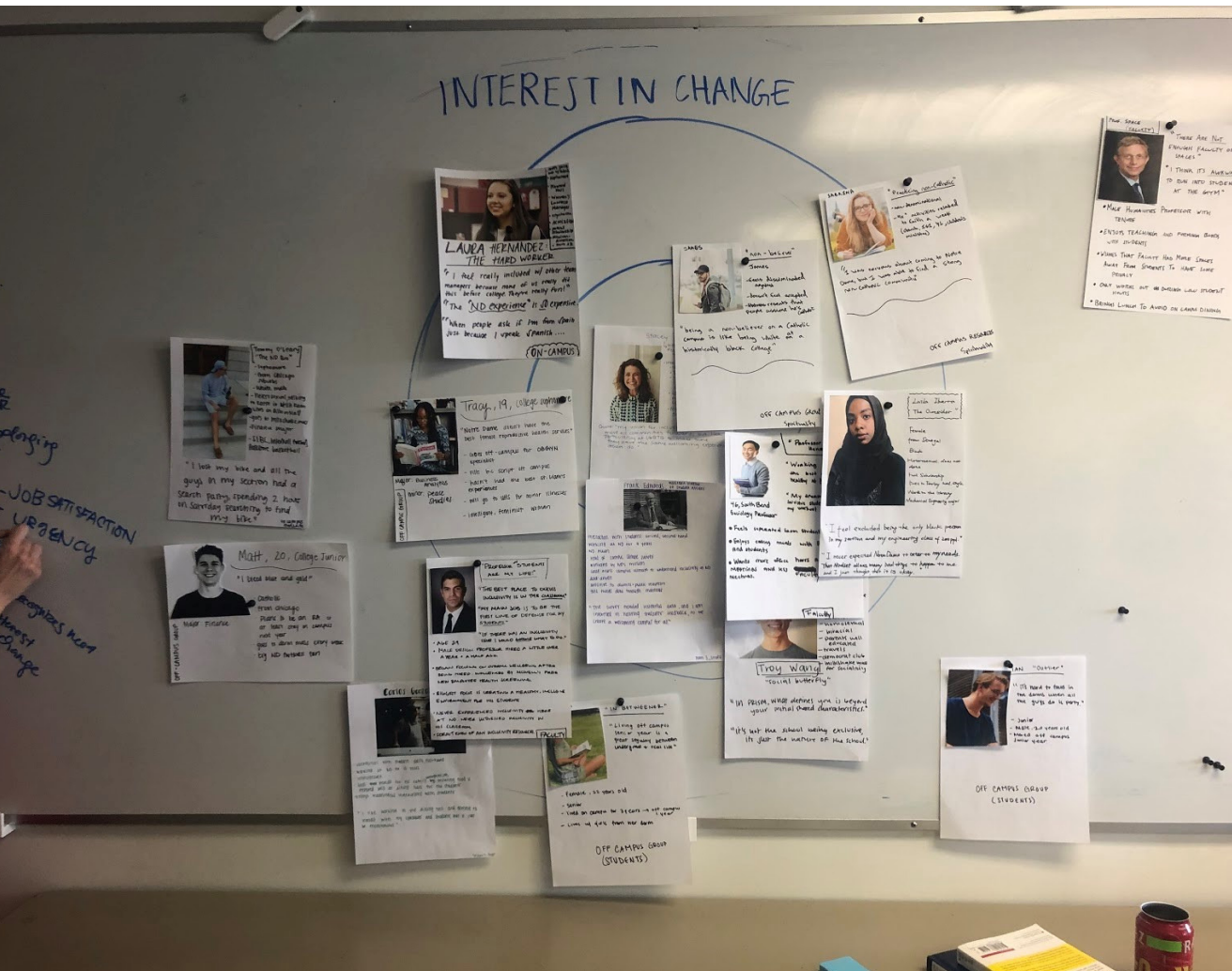
Major: Business Analytics
minor: Peace Studies

OFF CAMPUS RES Spiritual

OFF CAMPUS GROUP Spirituality

PERSONAS

Conversation-starters



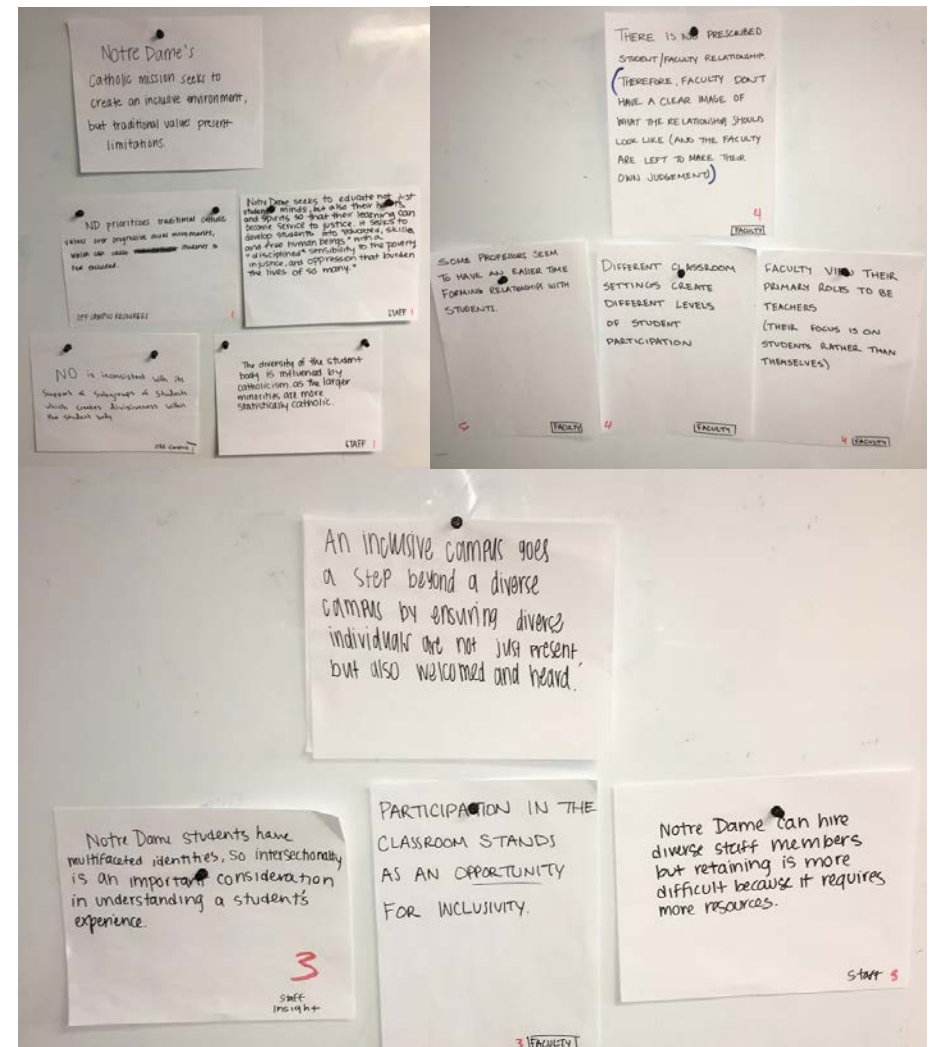
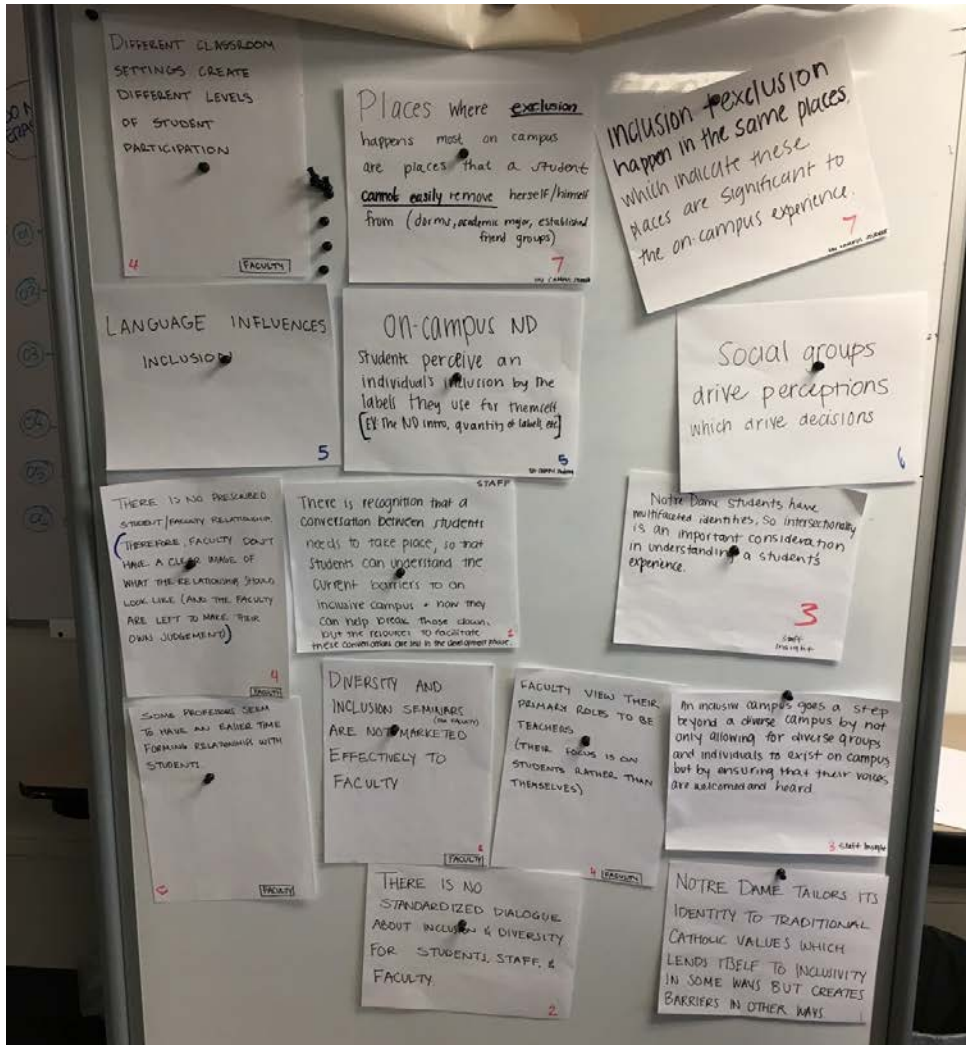
INSIGHTS

Sydnye and Eleanor

AFFINITY DIAGRAMMING



INSIGHT GENERATION



An inclusive campus goes a step beyond a diverse campus by ensuring diverse individuals are not just present, but also welcomed and heard.

Places where exclusion happens most on campus are places that a student cannot easily remove him/herself from.

Language influences inclusion whether it be through small interactions, use of labels, or university statements.

Notre Dame's Catholic mission seeks to create an inclusive environment, but traditional values present limitations.

Social norms drive perceptions
which drive decisions.

There is no prescribed
student/faculty relationship.

Divisions among students, faculty, and staff limit community-wide dialogue about diversity and inclusion.

CONCEPT IDEATION

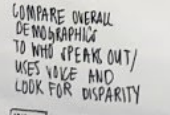
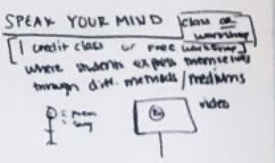
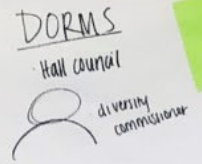
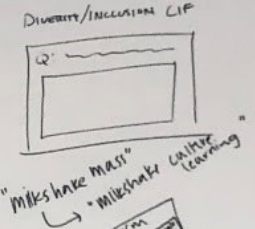
Yunyi, Sarah, and Michael

AN INCLUSIVE CAMPUS GOES A STEP BEYOND A DIVERSE CAMPUS BY ENSURING DIVERSE INDIVIDUALS ARE NOT JUST PRESENT, BUT ALSO WELCOMED AND HEARD.

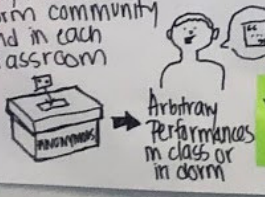
AN INCLUSIVE CAMPUS GOES A STEP BEYOND A DIVERSE CAMPUS BY NOT ONLY ALLOWING FOR DIVERSE GROUPS + INDIVIDUALS TO EXIST ON CAMPUS, BUT BY INSURING THAT THEIR VOICES ARE WELCOMED AND HEARD



DOM BERRY/DORMS

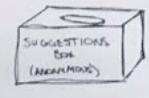
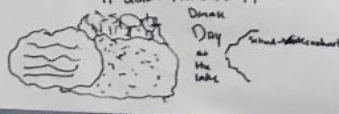


Show some skin day → in each dorm community and in each classroom



Confidence, Finding your voice works more through inclusion

HAVING DISCUSSIONS IN NOREAU? FRESHMAN/ FIRST YEARS PLAY IT QUIET FOR SAFETY/ SHY?



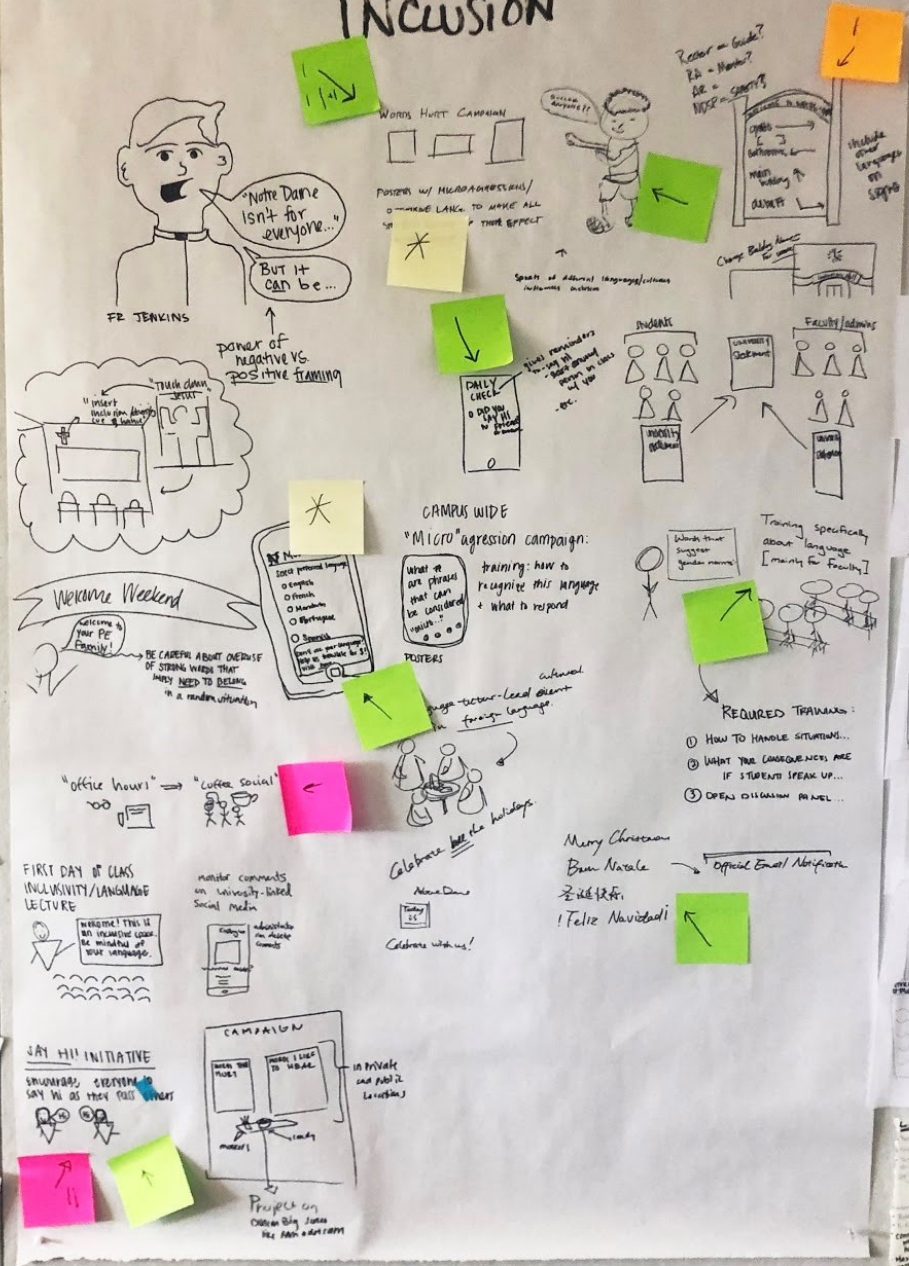


Concept - Dry erase Bathroom



LANGUAGE INFLUENCES INCLUSION WHETHER IT BE THROUGH SMALL INTERACTIONS, USE OF LABELS, OR UNIVERSITY STATEMENTS.

LANGUAGE INFLUENCES INCLUSION



CONVERSATION STARTERS

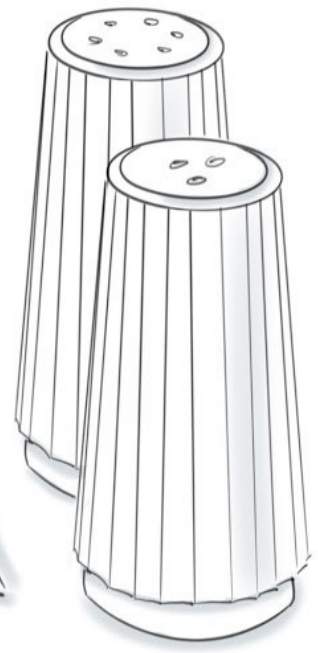
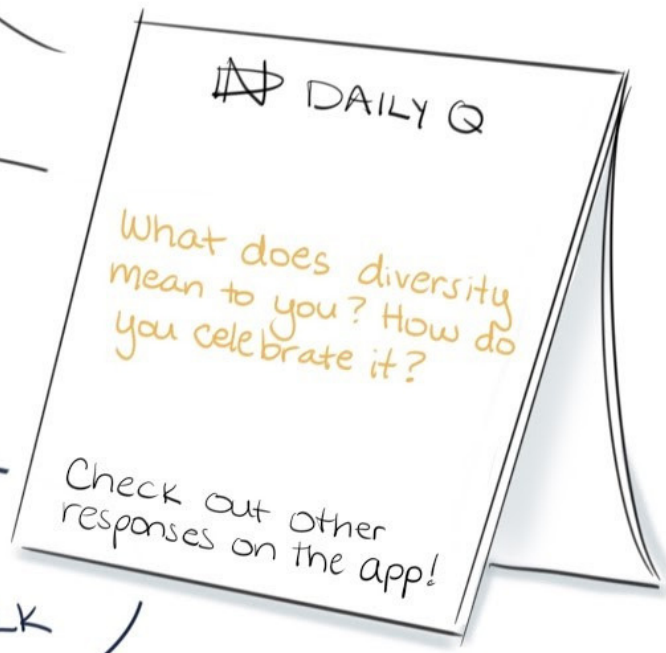
ONLINE DISCUSSION BOARD



Did you see today's question?

Ya! What did you answer?

TABLE TALK



NOTRE DAME'S CATHOLIC MISSION SEEKS TO CREATE AN INCLUSIVE ENVIRONMENT, BUT TRADITIONAL VALUES PRESENT LIMITATIONS.

NOTRE DAME
TAILORS ITS IDENTITY TO TRADITIONAL CATHOLIC VALUES, WHICH LEADS ITSELF TO INCLUSIVITY IN SOME WAYS BUT CREATES BARRIERS IN OTHER WAYS

Second Semester Marian assignments:
 OFFER CLASSES ON OTHER RELIGIONS FOR DIVERSITY 1 & 2
 compare & contrast w/ Catholicism
 → discussion → adaptation decision

Dorm Masses:
 INCLUDE SMALL NON-CATHOLIC MESSAGE/REF TO INCLUDE ALL STUDENTS
 → MAY INCLUDE NON-CATHOLIC MESSAGE/REF TO INCLUDE ALL STUDENTS

Campus Ministry:
 BUILDING ON existing ministry
 (like campus ministry)

Spiritual Guide Houses:
 → possible mandatory 1x in house
 → optional welcome

Non-Denominational Prayer Space in Each Dorm:
 → have prayer mats for 1st year students
 → think about leaf

Non-Denominational Flexible Places of Worship in Dorms:
 → have resources for all religions
 → provide them with

Script:
 HAVE SCRIPTURE TO READ THAT NOT TOO LONG
 → HAVE SCRIPTURE TO READ THAT NOT TOO LONG

APP That Shows Other Experiences:
 → APP That Shows Other Experiences

POPE changes → Churches → Education

WELCOME WEEKEND →

Recruit Catholic Students across the globe

Introduces more culture in America

What's the mission in America?

What can we place besides a cross & rosary? → symbols of ND

Re-define the campus → inclusivity, campus values

Survey → Brainstorm
 → understand which part of identity facilitate inclusion
 → which don't

Have other ideas during mass time for non-participants

WELCOME HOME! → MAKE THE VALUES OF THE UNIVERSITY SEEM CLOSE TO WELCOME STUDENTS

Don't show prayer wheel, softball game on video instead of word

Have two offerings - one for the poor, one for the rich

Teaching about one person, teach about many

An official club for non-catholics

NO church, the /library rule show, section of students

NO church, the /library rule show, section of students

How resources for all religions

Non-Denominational Prayer Space in Each Dorm

Survey → Brainstorm

What can we place besides a cross & rosary? → symbols of ND

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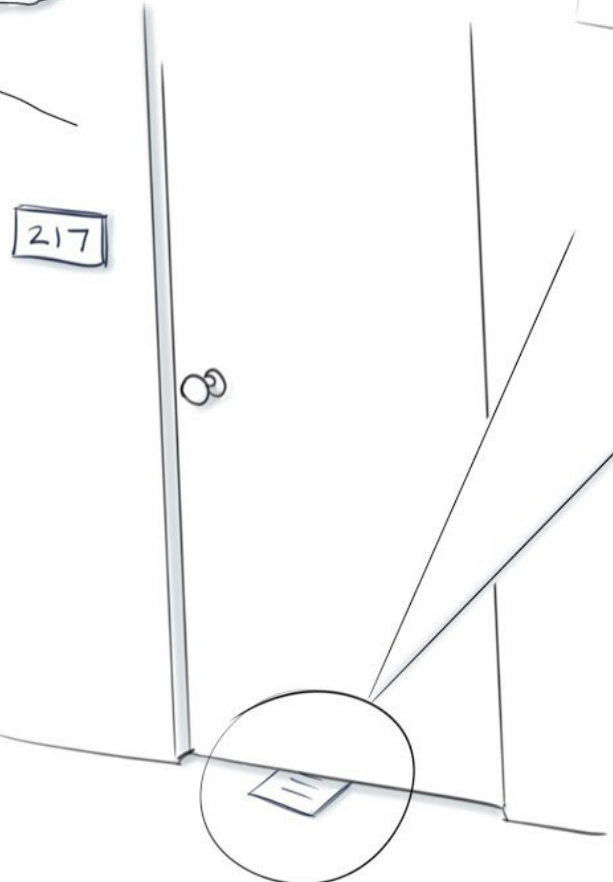
→ which don't

SUNDAY Social

I don't have anyone to hang out with during Sunday mass



YOU'RE INVITED!
WHO: Everyone!
WHERE: 24 Hour Lounge
WHEN: Sunday @ 9PM
WHAT: Lounge and do homework with your hallmates. Snacks provided!

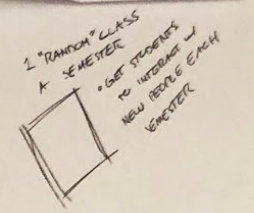
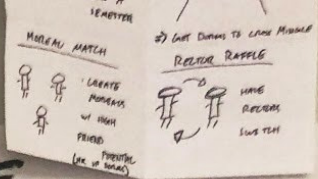


What are you working on?

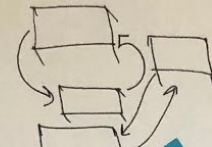


SOCIAL GROUPS DRIVE PERCEPTIONS, WHICH DRIVE DECISIONS

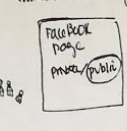
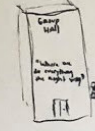
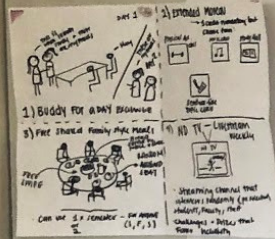
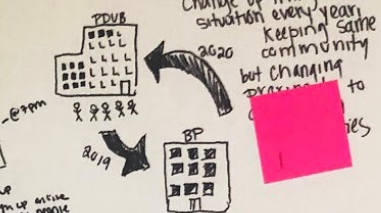
No Flavour Spreads
 Pick up Dishes for all the events & Dishes Planning
 NOT CARE TYPICAL
 - Support is always there
 - Done for you



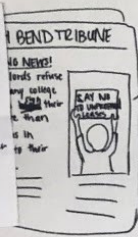
SEE
 WRITE &
 COO SKETCH



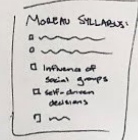
RANDOM DINNER DATE @ 2H - 4PM



Spinks on us for each grade w/ clubs + social representations
 1) Clubs for credit to incentivize
 2) credit cam per semester - seminar like

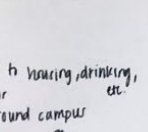


Prevent student from being locked into social groups they're no longer comfy in for housing off-campus

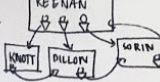


Actually TERM ABOUT THE PERCEPTION BEHIND THIS

McNeill "Define your normal" campaign

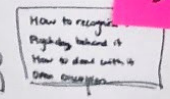


ROTATING DORMS



FIRST YEARS SWITCH DORMS EVERY 2 MONTHS TO SWITCH UP SOCIAL GROUPS and then pick dorm for second year.

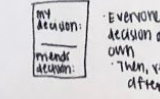
MOREAU CLASS:



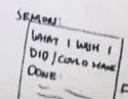
expand on EXPECTATIONS VS. REALITY (of college behaviour)

*STATS!
 * SENIORS TALK TO CLASS!

DECISION APP



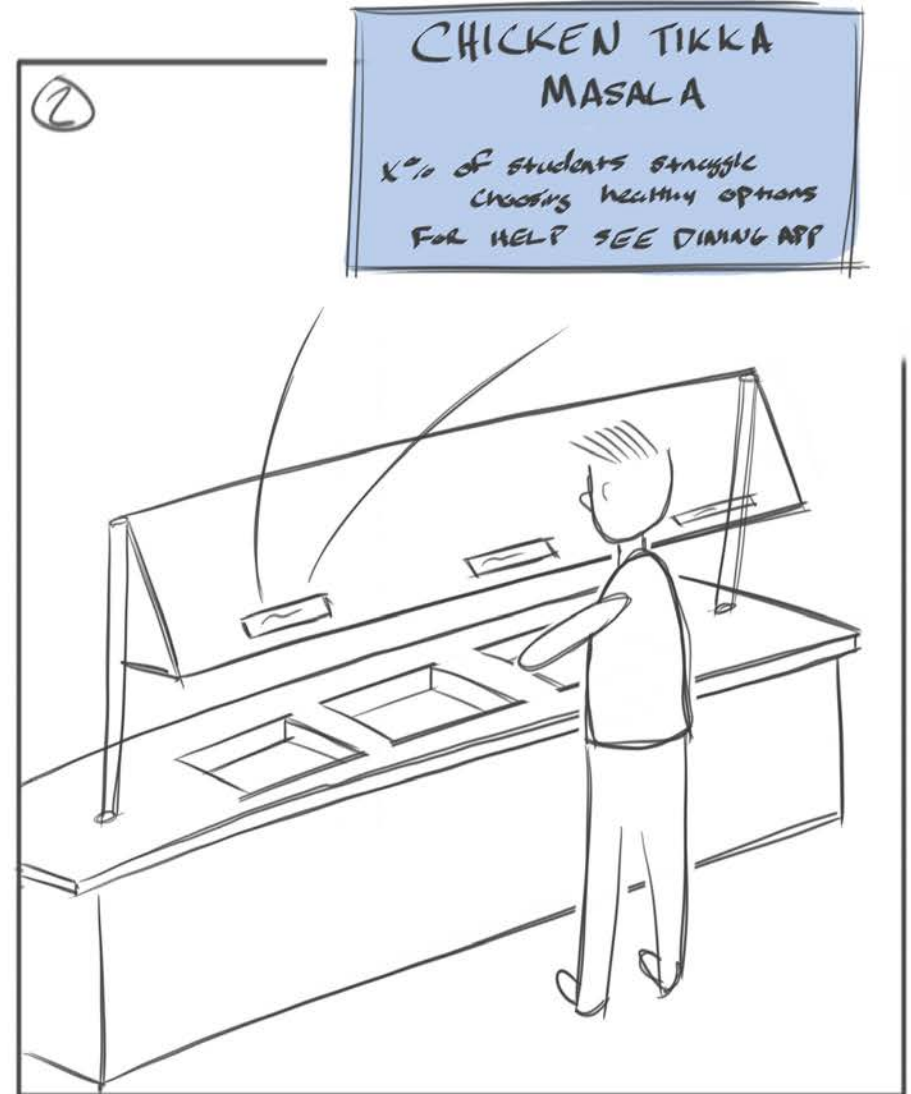
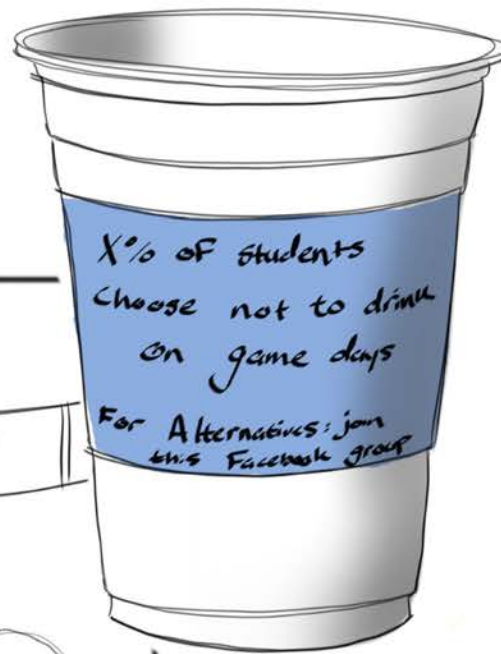
EVERYONE HAS MADE decision about something on OWN. Then, reveal friends decisions after



FIRST YEARS

SOCIAL NORMS DRIVE PERCEPTIONS WHICH DRIVE DECISIONS.

People Like Me



THERE IS NO PRESCRIBED STUDENT/FACULTY RELATIONSHIP

THERE IS NO LOGUE ABOUT INCIDENTS STAFF.



THERE IS NO PRESCRIBED STUDENT/FACULTY RELATIONSHIP

Concept - Know your professor

Did you hear that ND
change the Prof into page
so you can know them better?



Olivia Lewis

Associate Professor
574 xxx xxxx
olewis@nd.edu

Prof Lewis is an astrophysicist and researcher of

“ I appreciate when
student can reach out
with specific questions ”

Besides class
content, you can
also ask me about:

- * Research in astrophysics
- * Career in NASA
- * Sci-fi literature
- * Bluegrass music

speed to reply email 

Workload for class 

Less likely to answer
question after 6pm 



THERE IS NO STANDARDIZED DIALOGUE ABOUT INCLUSION + DIVERSITY FOR STUDENTS, STAFF, + FACULTY

THESE IS NO STANDARDIZED SCHEME FOR INCLUSION + DIVERSITY FOR STUDENTS, STAFF, + FACULTY

1. RESEARCH: RESEARCH STAFF → SMALL TRENDS → PROJECT
2. CREATING: DIVERSITY / INCLUSION / STAFF → HAS IN THE TOP OFFICE → PART OF THE STRATEGY
3. COMMUNICATION: DIVERSITY → RESEARCH COMMUNITIES TO IMPROVE COMMUNITIES → STAFF → PART OF THE STRATEGY
4. IMPLEMENTATION: FROM CONCEPT TO OPERATIONAL MODEL → DIVERSITY
5. MONITORING: HOW INSTITUTIONAL LIFE IS INTEGRATED FOR ALL → DIVERSITY
6. EVALUATION: SUGGESTS IMPROVEMENTS / IMPROVE / IMPROVING
7. IN THE CASE OF QUALITY / IMPROVING COMMUNITIES → MONITORING → USES DIVERSITY TO THE INSTITUTION → GROUP WORK / GROUP WORK COMMUNITIES
8. STRATEGY: RESEARCH STAFF → STAFF → RESEARCH COMMUNITIES → IMPROVING COMMUNITIES → STAFF → PART OF THE STRATEGY
9. COMMUNICATION: HOW INSTITUTIONAL LIFE IS INTEGRATED FOR ALL → DIVERSITY
10. IMPLEMENTATION: FROM CONCEPT TO OPERATIONAL MODEL → DIVERSITY
11. MONITORING: HOW INSTITUTIONAL LIFE IS INTEGRATED FOR ALL → DIVERSITY
12. EVALUATION: SUGGESTS IMPROVEMENTS / IMPROVE / IMPROVING

IN APP INCENTIVES

Can opt out for working on inclusion - All courses

Inclusion + Diversity specific training like GreenDot



'COFFEE TALKS'

Free coffee + snacks + open discussion

Specialist for more inclusion

HEAD OF INCLUSION + DIVERSITY

Representative role to stakeholders + management

Directly linked to diversity + inclusion

DIALOGUE WORKSHOPS

INCLUSIVE LANGUAGE



SWAP PLACES WITH... FOR A DAY!

SWAP STAFF FACULTY

FREE Class - Level

Inclusion + Diversity specific training like GreenDot

DORM WORKSHOPS

More efforts + Multi-cultural communities / All / Council



SOCIAL MEDIA

SOCIAL CAMPAIGN: get to know ND COMMUNITY!!!

'Mumans of NY style'



Free Family Day

Doing it for families and staff members + students!

BUT Random on heat

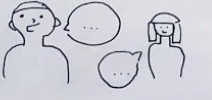
STUDENTS	STAFF / FACULTY
CAMPUS IN LIA HANDBOOK	ND employment contracts
Inclusion + Diversity	Inclusion + Diversity (CAND)
A	A
B	B
C	C
How best to get	Sign below that you've read, agree, & understand
	X

Walk the Walk week?

every February?

Role-playing to build proper dialogue on how to be inclusive

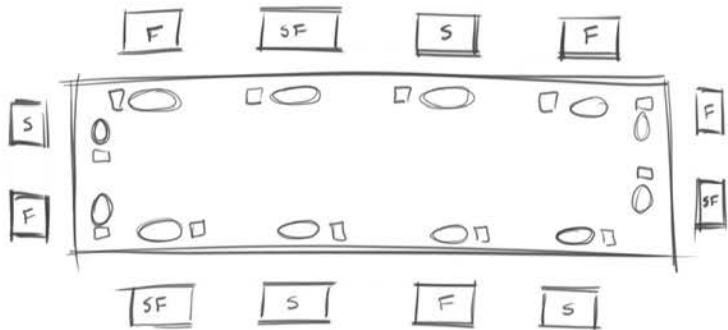
(Not like the version on the office)



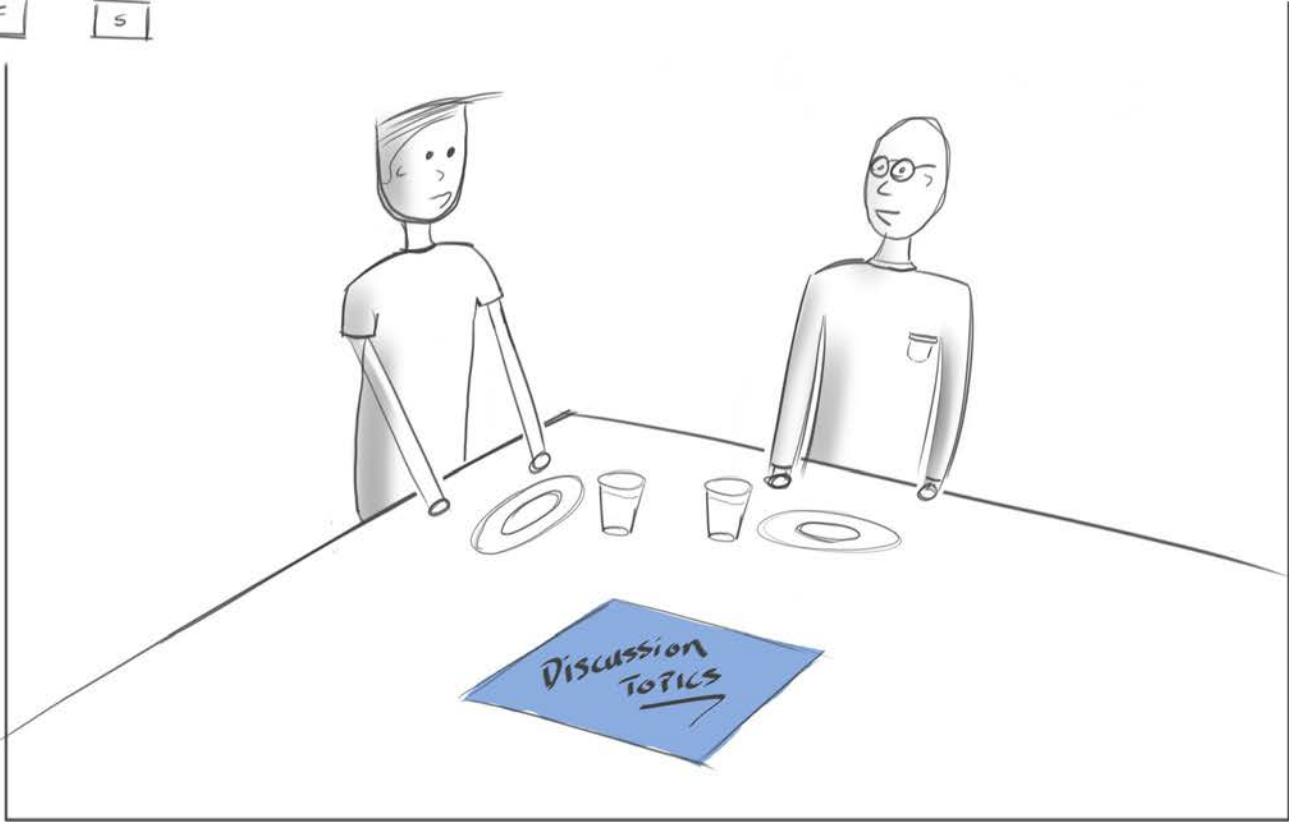
DIVISIONS AMONG STUDENTS, FACULTY, AND STAFF LIMIT COMMUNITY-WIDE DIALOGUE ABOUT DIVERSITY AND INCLUSION.

Fireside Chats

F - FACULTY S - STUDENT SF - STAFF



January						
SUN	MON	TUE	WED	THU	FRI	SAT



CONCLUSION

Cris and Molly

PROCESS SUMMARY

Survey and Needs Assessment



KWHL Charts and Stakeholder Maps



**Interviews, Photo Ethnography, Graffiti Wall,
Journey Map, Card Sorting, Observation, Personas**



Affinity Diagramming



Concepts

FUTURE RESEARCH

There are many opportunities for growth in research!

The University has shown
commitment to issues
surrounding inclusivity

The community has shown
equal interest in engaging
more with these issues

Continue the conversation

Impact of the survey

expand information

There are many opportunities for growth beyond our research!

The Notre Dame community is excited to see something become of their feedback and input

Creating specific shifts in culture

Interventions, in activities, environments, interactions, objects, and users

THANK YOU!

