**9/19 Meeting Notes**

**Paper Notes**

Student Perspective: Cross-Functional Team

Overview: Does not have to be formal design thinking, but related

* Two parts:
  + Getting at the heart of the student experience
  + Slowing down
  + Need to find a balance between quickly giving answers and truly understanding the student experience
    - Problem > Temptation > Solution
    - Initial review of the summer student observation project shows we still make assumptions/provide solutions
      * How much more would we know if we didn’t assume? \*\*

Discussion Questions:

1. What is the scope? What would we ask? What is our charge?
   1. How can we improve integration of the student perspective (or student voice) in our work?
      1. “voice” has more authenticity
   2. How do we embrace all students so they feel that they belong at IUPUI?
   3. How do we build time into listen to our daily work?
      1. The students need to feel that they are being heard
         1. Example: Avoiding trigger words/ students may not know what to ask then we need to decipher
      2. We need to ask probing, open-ended questions to have students explore
      3. Need to teach staff how to observe effectively
   4. Are we imposing on students by “dragging them in” to talk? They are busy – how do we get them invested in building that relationship?
      1. Example: waiting an hour for a doctor is worth the wait if they take all the time you need
   5. Need to structure our work to make room for this (issue with back to back students, training, office hours are not convenient, etc.)
      1. “Your office wasn’t open” or “I called and no one answered”. We assume negatively (they did not look at the website, leave a message). What are we missing?
   6. Should we rethink our offices? Be in the lobby, in the front lawn, near food, etc.
   7. Each staff person has a wealth of knowledge of student voices – how do we connect that?
2. What data is needed? What do we need to know?
   1. May not be relevant for us? Student voices are data points (I.e. “facts”)
   2. How do we collect/organize data
      1. May need to focus on qualitative data (the micro level) and honor it as much as quantitative
      2. Rich data is good – we have been trained to think that student anecdotes are irrelevant
         * 1. Need to find a balance between rich qualitative data and creating programs for one student
      3. Is qualitative a starting point to then find quantitative data to investigate those stories?
   3. Example: feels like African American males are at high risk, especially being underrepresented in certain majors – how do we learn stories to be more attractive and supportive?
   4. Staff need a better framework of how to do this effectively? How do we make time for it?
   5. Even if a portion of us embrace design thinking we may have a ripple effect
      1. We are starting in UCOL and will scale to DUE: Directors will choose an issue at the next retreat and complete a yearlong project
      2. Need to engage our students (our “uses”)
   6. Student advisory boards don’t work – they are already involved in our programs. How do we include struggling students?
   7. Can then do “rapid prototyping”/storyboarding
   8. How do we inform students, get their voice, and then actually do it/let go? Will it be hard? Would structures need to change?
3. Who needs to be involved?
   1. Students!
      1. Example: Non-housing/non-FYS/non-Bridge
      2. Cannot always go to our usual suspects. And we need students on the task force itself
         1. Ex: “I wouldn’t answer that,” too many clicks, etc.
   2. Replicate the summer UCOL retreat project (observation notebooks) with peer mentors
      1. Got many responses from staff; the goal was to get staff to think about this more (just observe and listen/ expand what you do)
   3. Need representation from throughout DUE (not just UCOL) diverse voices, positions, roles (i.e. support staff)
      1. Ex: student employees who are front lines
      2. Challenge is that one person can’t speak for the whole group > still need to gather more data
   4. Strong responsibility to go back to our constituents – need to be very clear with expectations
   5. Faculty voices and student affairs voices > be collaborative in nature
   6. Have mini convocations with various groups (i.e. front line staff) to collect information
   7. The longer you do it the better – should not be a task force; should be a shift forever (culture shift). Not a study every three years!
   8. It’s a process for us but it’s personal for the students
   9. Youngbok Hang could be involved/her GA
   10. Need to keep in mind potential bias – how do we mitigate that?
       1. Have someone come in? Include students?
4. What is a tentative plan/approach? Recommendations?
   1. Training on design thinking for everyone
   2. Someone to help get the students to participate (A person dedicated to it who has done it before)
   3. Many ways of collecting data (not just surveys)
      1. Quality and quantity
   4. Determine is this a true research study where we are restricted in terms of gathering data? Or will we accept an information (even if not formal) as true?
      1. Example: Bike shop team who went to Sephora, asking questions “Backwards”
   5. When introducing new techniques, we need to be visible/transparent on projects that come out of it, what worked, didn’t work, what we learned?
   6. Do some quick prototyping (like the notebooks) – can we do more of these things?
   7. If this is permanent, who will be our experts? Who will ensure continuity? Staff turnover may be an issue (especially in smaller offices) who is responsible in each area. How do we keep this sustainable?

Summary:

* We think this is a group that is beneficial
* A group needs to begin by answering some of the questions we generated
* Staff need training on design thinking
* Small prototyping, we can do quickly to start