

Report and Recommendations to the University of North Dakota President and Leadership Team
on Creating Opportunities for Diversity and Inclusion

Diversity and Inclusion Task Force

University of North Dakota

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Executive Summary

In June of 2020, while considering national events and Goal 5 (Inclusion) of the One UND Strategic Plan, Along with Jeff VanLooy (Past President- University Senate), Liz Legerski (University Senate President), Matt Ternus (Student Body President), and Megan Wasylow (Staff Senate President), President Andy Armacost informed the University of North Dakota (UND) community that they were launching a Diversity and Inclusion Task Force in order to move forward in creating more opportunities for diversity and inclusion at UND. Their hope was for the Task Force to identify areas of need the University could address that would serve as the foundation for updating the Strategic Plan. This targeted focus on goals and initiatives related to diversity and inclusion could assist the University in creating a stronger sense of belongingness and equity at UND.

This leadership group solicited nominations and self-nominations of individuals to be a part of this Task Force. Upon receiving nominations from across campus, the elected leadership of the University Senate, Staff Senate, and Student Government reviewed the list of nominees and forwarded their recommendations to President Armacost. In consultation with Provost and Vice President of Academic Affairs Debbie Storrs and Vice President of Student Affairs Cara Halgren, President Armacost made the final decisions on the task force membership. In July of 2020, President Armacost invited the identified students, faculty, students, and Grand Forks community members to serve on the Diversity and Inclusion Task force.

Once established, President Armacost presented the Task Force with a Charter that directed the group to provide recommendations to the University leadership for potential actions that could enhance Goal 5 of the UND Strategic Plan- to foster a welcoming, safe and inclusive campus climate. Additionally, the Charter asked the Task Force to identify gaps and areas of

opportunity, to prioritize areas of need, and to suggest which office(s)/unit(s) would be responsible for the actions. Finally, as a part of the recommendation, the Charter asked the Task Force to identify three or four models of effective ways to institutionalize equity, inclusion, diversity and anti-racism efforts at institutions of similar to that of UND.

The Task Force members, as a part of this process, reviewed UND policies, experiences, assessment measures as well as other university models of Diversity, equity, and inclusion (DEI), and scholarly literature on best practices associated with DEI work in higher education. It was through this review process that led the Task Force to identify and develop 31 recommendations associated with DEI work for President Armacost and the University leadership.

Introduction

The University leadership noted national events and the University's Strategic Plan as the impetus for empaneling the Diversity and Inclusion Task force to provide recommendations for creating more opportunities for diversity and inclusion at UND. When examining national events, particularly during this past year, we witnessed the murders of George Floyd, Breonna Taylor, Botham Jean, and Rayshard Brook (all killed by police) and watched sustained protests against police brutality and racism. In the shadows of these murders, the United States saw a rise protests and calls to end police brutality, institutional racism, and White supremacy. Hundreds of thousands of people took to the streets with demands for justice, the end of police brutality, and the end of racism across the country. These demands for fundamental changes in our society and the end of institutional racism have served as catalysts of change. These national events have forced many to acknowledge the racism and other forms of mistreatment, based on aspects of cultural identity, that exist in institutions across the country. Universities and college, not immune to these systemic forms of oppression and marginalization, have also begun to recognize that their own policies, actions, and events have intentionally or unintentionally contributed to the replication of prejudice, bias, discrimination, microaggressions, and "isms" in this society. Based on this understanding, it is imperative that universities and college across the country engage in the needed process of examining their own beliefs, policies, actions, decisions (historic and present) that may foster or inhibit a more diversity, equitable, and inclusive environment for students, staff, faculty, administrators, and community members. It is equally important for colleges and universities to identify those systems, policies, and actions that support equity and inclusiveness on their campuses.

While there is no single approach to engaging in DEI work, similar to work addressing societal “isms”, there are some overarching characteristics that exist in this work. First, it is important to have an understanding of the historical and present forms of oppression and marginalization, based on cultural identity, that exist within an organization. Second, organizations should work to understand the deleterious effects of those forms of oppression and marginalization on the people and the institution. Next, organizations should work to identify behaviors, practices, action plans, and strategies used to confront, challenge, disrupt, dismantle, and eradicate oppressive and discriminatory policies and practices in the organization. Finally, in order to engage in effective diversity, equity, and inclusion work, organizations must work to proactively eliminate bias, prejudice, discrimination, “ism” ideology, stereotypes, disparities, and unequal treatment associated with “ism” behaviors and actions.

Framework for Recommendation

The process of identifying, discussing, and prioritizing recommendations, was in part, rooted in a framework connected to the aforementioned overarching characteristics of engaging in diversity, equity, and inclusions work. This framework utilized a process of educating, organizing, resisting, and re-envisioning a new paradigm of being at UND. The task force recognized the importance of educating ourselves on the historical and present day factors at UND that may have contributed to increased experiences of equity and inclusion as well as historical and present day factors that may have contributed to inequity and exclusion at UND. Additionally, we recognized the importance of educating ourselves on those effective models and best practices associated with increased effectiveness of DEI work in higher education. Next, we organized our efforts on using this knowledge specific to UND and best practices to create recommendations in four major areas: 1) identify UND factors impacting the University's ability to be a welcoming, diversity, inclusive, and non-oppressive community; 2) identify an appropriate climate survey (assessment) that can assist UND to assess students, faculty, and staff experiences related to diversity and inclusion; 3) identify models of diversity, equity, and inclusion at other universities and college that may be implemented at UND; and 4) use scholarly literature identify best practices for effectively engaging in work related to diversity, equity, and inclusion in higher education. Next the Task Force discussed the notion of resisting, which we viewed as a means of resisting institutional, individual, or cultural components of "isms" that exist on this campus. Also, the Task Force discussed this notion as resisting any recommendations that may directly or indirectly contribute to some form of oppression, marginalization, and invalidation to individuals at UND. Thus, the Task Forced discussed what it means to not conform, accommodate, or adjust to marginalization, oppression, or discrimination

at UND. Finally, the Task Force discussed the notion of re-envisioning a new paradigm of being at UND that truly reflected a diverse environment and aspired to create an equitable and inclusive space for all, particularly those individuals from marginalized and under-represented communities (people with disabilities, people of Color, women, LGBTQ community, and individuals from lower socioeconomic status-SES- communities). It was this framework that guided the discussions and considerations of the recommendations from the Task Force.

Methodology

For this report, the Task Force was divided into four sub-groups. Each of the members were given the opportunity to rank order their group preference. Based on the members group preferences, the co-chairs assigned members to one of the four groups. The hope was that each group would have student, staff, faculty, and community member representation as best as possible. Sub-group 1 examined some of the current contributive factors as well as barriers at UND that impact the University's ability to be a welcoming, diversity, inclusive, and non-oppressive community. Sub-group 2 focused their efforts on identifying and reviewing climate surveys that may assist UND to assess students, faculty, and staff experiences related to diversity and inclusion at UND. Sub-group 3 identified and examined models of diversity, equity, and inclusion at other universities and college in the United States. This review was done in order to make recommendations of effective practices and models of diversity, equity, and inclusion work that may be replicated and implemented at UND. Sub-group 4 reviewed scholarly literature and other sources of information on the best practices of effectively engaging in DEI work in higher education. It was based on this review that the group was able to develop recommendations in this area.

After completing the process of reviewing information and developing their recommendations, each sub-group presented their recommendations to the full Task Force body. The Task Force then used three additional meetings to discuss and rank order priorities of the recommendations that would be provided to President Armacost and the other members of the University leadership. At the conclusion of those meetings and with the utilization of a ranking process, the Task Force identified and prioritized the recommendations provided in this report.

Recommendations:

Based on the investigation of the sub-groups and subsequent discussions, the following represents a prioritized list of the top recommendations provided to President Armacost and the University of North Dakota leadership. In addition to this list of prioritized top recommendations, Appendix B provides the full list of recommendations with the proposed offices of responsibility and the supporting offices.

Top Recommendations (Priority 1):

1. Create a Vice President of Diversity, Equity & Inclusion position at the university to oversee implementation of DEI policy and initiatives. (with resources)
2. Create a division specifically for campus wide diversity, equity, and inclusion initiatives led by a Vice President of Diversity, Equity & Inclusion
3. Develop a strong statement regarding diversity, equity, and inclusion (DEI). (with action and enforcement)
4. Develop a protocol to identify and report issues of bias and discrimination on campus
5. Create a standing DEI committee to contribute and advise on issues related to DEI (monitor the recommendations)
6. Review and revise- Curriculum that infusion diversity throughout the curriculum and not only have "diversity classes"
7. Provide adequate staffing and resources for culturally specific support services (e.g. American Indian Services, Black Cultural Centers, Multicultural Centers, LGBTQ Centers, Women & Gender Centers, etc.) on campus
8. Create area studies programs with resources (e.g. Indigenous/Native American Studies, Black Studies, Latinx studies, Women/Gender Studies, Sexuality Studies).
9. Create effective structures for faculty, staff, and student recruitment, retention, outreach, and accountability initiatives inclusive of hiring practices. (e.g. cluster hires of racially/culturally diverse faculty)
10. UND should breathe life back into the American Indian Studies Department by hiring American Indian scholars that have backgrounds in literature, history, sociology, anthropology, and the visual and performing Arts as well as in the medical and legal fields (American Indian Student Support Services Center)

Limitations and future work

Because of the limited amount of time, the Task Force was unable to complete a full examination of UND and areas that may serve as supportive factors or barriers to a welcoming and inclusive environment. For example, the Task Force did not review faculty, staff, or administrative salaries as a means of examining salaries between similarly ranked positions to determine if there are inequities in salaries when considering race and gender. Additionally, the Task Force did not fully review the faculty handbook, the code of student life, or any policies associated with Administrators as it pertains to issues of diversity and inclusion. However, a quick review of the faculty handbook and the code of student life found little attention to issues of diversity or inclusion. Additionally, these documents do not contain any statements regarding policies addressing prejudice, discrimination, or microaggressions related to aspects of cultural identity.

The Task Force received a letter from the College of Arts and Sciences' Curriculum Committee with matters concerning curriculum and DEI in that College. While the Task Force greater benefited from receiving this letter, we did not reach out to other Colleges for information regarding the curriculum and issues related to DEI in those Colleges or other information, concerns, and issues generally related to diversity and inclusion. Also, the Task Force did not conduct interviews or focus groups with students, staff, faculty, and administrators of the Colleges at UND as a means of understanding their experiences of diversity and inclusion in their Colleges. Thus, the Task Force has a limited understanding of the nuanced ways in which the UND community viewed the campus in relationship to DEI.

Also, the Task Force was not able to review any documentation or historical information of prejudiced, biased, or discriminatory actions, behaviors, events, or policies related to race,

gender, sexual identity, class-status, or level of ability that have occurred at UND during the past 10 years. Similarly, the Task Force did not review any documentation or historical information on how the University addressed these events or experiences that may have occurred at UND during the past 10 years. Thus, the Task Force was not able to assess the frequency and type of prejudiced, biased, or discriminatory actions, behaviors, events, or policies that have occurred at UND. This also means that the Task Force could not examine the University's response to these types of incidents on campus. It will be important for the University to review past incidents of prejudiced, biased, or discriminatory actions, behaviors, events, or policies related to race, gender, sexual identity, class-status, or level of ability and how the University addressed these situations. This review will offer a greater understanding of stated and unstated University policies addressing prejudiced, biased, or discriminatory actions, behaviors, events, or policies related to race, gender, sexual identity, class-status, or level of ability at UND.

Finally, there have been several previous committee and consultant (2013, 2016) reports that examined aspects of diversity, equity, and inclusion at UND. Those reports offered recommendations on addressing diversity, equity, and inclusion at UND. However, limited time to review these reports and recommendations, prevented the Task Force from fully examining those recommendations to determine whether or not those recommendations were implemented at UND and to what degree. However, a cursory review of the 2013 and 2016 recommendation reports found that the majority of the recommendations in this report were similar to the recommendations made in the 2016 report and to several of the recommendation made in the 2013 consultants' report. Thus, it will be important to initiate a more complete review of those recommendations and the University's response to those recommendations. This higher-level

review may illuminate the University's decision to incorporate or not to incorporate recommendations from past DEI recommendation reports.

Conclusion

The Task Force, based on President Armacost's Charter, presented a prioritized list of the top recommendations provided to President Armacost and the University of North Dakota leadership. While it is important to identify and provide recommendations for increased DEI work in higher education, it is equally important for UND to fully commit to a cultural shift that prioritizes and institutionalizes diversity, equity, and inclusion. Additionally, in order to create and sustain a culture shift that focuses on diversity, equity, and inclusion, UND must actively work to remove all vestiges of prejudice, oppression, marginalization, and the invalidation of individuals based on their race, sexual identity, gender, level of ability, and class status. Finally, this report represents the third of such reports in the past seven years. The Task Force strongly recommends that UND commit to infusing recommendations from these three reports as means of moving closer to the University's desire of creating more opportunities for diversity and inclusion at UND.

Appendices

Appendix A Glossary

Microaggressions- brief, daily, and often subtle, verbal, behavioral or environmental insults that convey hostility and negative slights based on cultural identity. These insults have been found to have a harmful psychological impact on the targeted individuals

Sub-Group 1- UND Review- This group will examine current contributive factors as well as barriers at UND that impact the University's ability to be a welcoming, diversity, inclusive, and non-oppressive community.

Sub-Group 2- Climate Survey- This group identified and assessed existing climate surveys that UND might use with students, faculty, and staff to assess experiences related to diversity and inclusion at UND.

Sub-Group 3- Other Models of diversity, equity, and inclusions- This group identified ways in which other Universities (other models) are effectively engaging in practices related to diversity, equity, and inclusions.

Sub-Group 4- Best Practices- This group reviewed scholarly literature and other resources to identify potential best practices for effectively engaging in practices related to diversity, equity, and inclusions.

Appendix B
Full List Recommendations

	Gap/Opportunity	Priority Level	Office/Unit responsible	Supporting Offices/Units
1	Create a Diversity Officer position at the VP level of the university to oversee implementation of DEI policy and initiatives. (with resources)	1	Create a Division Diversity, Equity, and Inclusions	1. Office of the President
2	Create a division specifically for campus wide diversity, equity, and inclusion initiatives led by a Vice President of Diversity, Equity & Inclusion	1	Office of the President	
3	UND develop a strong statement regarding diversity, equity, and inclusion (DEI). (with action and enforcement)	1	Create a Division Diversity, Equity, and Inclusions	1. Office of the President
4	UND develop a protocol to identify and report issues of bias and discrimination on campus. Create an Office of Accountability and Restorative Practices	1	Create an Office of Accountability and Restorative Practices	1. Create a Division Diversity, Equity, and Inclusions; 2. Office of the President; 3. Student Affairs
5	UND create a standing DEI committee to contribute and advise on issues related to DEI (monitor the recommendations-discussed more today)	1	Create a Division Diversity, Equity, and Inclusions	1. Student Affairs; 2. Office of the Provost
6	Review and revise- Curriculum that infusion diversity throughout the curriculum and not only have "diversity classes"	1	1. All Colleges at UND 2. Office of the Provost	1. Create a Division Diversity, Equity, and Inclusions; 2. Office of the Provost
7	Provide adequate staffing and resources for population specific support services (e.g. American Indian Services, Black Cultural Centers, Multicultural Centers, LGBTQ Centers, Women & Gender Centers, etc.) on campus	1	Create a Division Diversity, Equity, and Inclusions	Office of the President
8	UND should have area studies (e.g. Indigenous/Native	1	1. Office of the Provost;	1. University Senate;

	American Studies, Black Studies, Latinx studies, Women/Gender Studies, Sexuality Studies)		2. Colleges at UND (as appropriate)	2. Create a Division Diversity, Equity, and Inclusions
9	Create effective structures for faculty, staff, and student recruitment, retention, outreach, and accountability initiatives inclusive of hiring practices for Marginalized groups (people of Color, women, LGBT community, people with disabilities). (e.g. Cluster hires of racially/culturally diverse faculty)	1	1. Office of Human Resources and Payroll; 2. Student Affairs; 3. All Colleges	1. Create a Division Diversity, Equity, and Inclusions; 2. Office of the President 3. Office of Provost
10	UND should breathe life back into the American Indian Studies Department by hiring American Indian scholars that have backgrounds in literature, history, sociology, anthropology, and the visual and performing Arts as well as in the medical and legal fields	1	Create a Division Diversity, Equity, and Inclusions;	Office of the President
11	UND establish an Office of Accountability and Restorative Practices to address concerns related to bias and discrimination. May work to resolve such matters through informal processes to resolve student, faculty, and staff concerns and grievances on campus	2	1. Create a Division Diversity, Equity, and Inclusions; 2. Create an Office of Accountability and Restorative Practices 3. Student Affairs 4. Equal Opportunity and Title IX	1. Office of Human Resources and Payroll; 2. Office of General Counsel
12	Courses content should include readings written by people with diverse backgrounds, while topics should include justice and equity alongside diversity and inclusion.	2	1. All Colleges; 2. Teaching Transformation and Development Academy (TTaDA)	1. Office of the Provost; 2. Create a Division Diversity, Equity, and Inclusions
13	A holistic Surveying process of campus climate (students, staff, and faculty) with more than	2	1. University Analytics and Planning;	1. Student Affairs

	just a survey instrument (e.g. focus groups, interviews), with recommendations and action based on the results.		2. Create a Division Diversity, Equity, and Inclusions	
14	Examine and rewrite policies to address aspects of DEI (e.g. Code of Student Life, Faculty Handbook, policies for administrator behaviors)	2	1. Student Affairs	1. Create a Division Diversity, Equity, and Inclusions; 2. Office of General Counsel
15	Robust mechanisms to deal with bias and discrimination.	2	1. Create an Office of Accountability and Restorative Practices; 2. Equal Opportunity and Title IX	1. Create a Division Diversity, Equity, and Inclusions; 2. Office of General Counsel; 3. Office of Human Resources and Payroll
16	Create working groups of faculty and interested students charged with imagining, continuing, and implementing area specific studies programs (Black Studies, Latinx Studies, Native American Studies, Asian Studies, Women and Gender Studies).	2	1. Office of the Provost; 2. Colleges (as appropriate)	1. Create a Division Diversity, Equity, and Inclusions; 2. Office of the President
17	Return the American Indian Student Support Services Center building back into its intended purpose.	2	Create a Division Diversity, Equity, and Inclusions; Office of Diversity and Inclusion	
18	Review and develop ongoing collaborations with the City of Grand Forks and promote collaboration diversity experiences.	2	Office of Diversity and Inclusion	1. Create a Division Diversity, Equity, and Inclusions; 2. Office of President
19	Enter a partnership with the National Institute for Transformation & Equity (NITE) as a means of continued assessment of climate at UND	2	University Analytics and Planning;	1. Create a Division Diversity, Equity, and Inclusions; 2. Student Affairs
20	Implicit bias training for administrators, faculty, staff, police force	2	1. Equal Opportunity and Title IX 2.	1. Office of the President; 2. Office of the Provost;

			Create a Division Diversity, Equity, and Inclusions; 2. Consultant	3. All Colleges; 4. Student Affairs 5. University Police Department
21	UND engage in dialog with departments, programs, and colleges to create effective DEI policies (identify needs and formulate effective implementation strategies)	3	1. All Colleges; 2. Office of the Provost; 3. Student Affairs	1. Create a Division Diversity, Equity, and Inclusions
22	Clear strategy and policies on recruiting and retaining students, faculty, staff, administrators (intersectional-people of Color, LGBT, women, people with disabilities)	3	1. Equal Opportunity and Title IX; 2. Office of Human Resources and Payroll; 3. Office of Admissions; 4. All Colleges; 5. Disability Services for Students; 6. Center for Diversity and Inclusion; 7. Trios Programs	1. Create a Division Diversity, Equity, and Inclusions; 2. Office of the President; 3. Office of the Provost; 4. Student Affairs
23	UND should support the hiring of an American Indian Student Services Director, faculty and staff including a full-time tribal recruitment and retention coordinator, who can make a connection with tribal communities to encourage recruitment and retention.	3	1. Office of the President; 2. Create a Division Diversity, Equity, and Inclusions	
24	UND set a ten-year goal of becoming the premier institution for an undergraduate major and a graduate degree in the study of American Indians.	3	1. Office of the President; 2. Create a Division Diversity, Equity, and Inclusions	Office of the Provost
25	UND create more informal social space on campus, in collaboration/consultation with student groups and potential donors.	3	1. Student Affairs; 2. All Colleges; 3. Alumni Association and Foundation	Create a Division Diversity, Equity, and Inclusions

26	Work to capture student voices/perspectives on diversity related issues at UND (quantitative, qualitative, statements)	3	<ol style="list-style-type: none"> 1. University Analytics and Planning; 2. Student Affairs 3. Disability Services for Students; 4. Center for Diversity and Inclusion; 5. Trios Programs 6. All Colleges 	Create a Division Diversity, Equity, and Inclusions
27	End all usage of the old logo, name, and mark with all things (merchandise, sporting and/or other events, awards, buildings) associated with UND	3	<ol style="list-style-type: none"> 1. Office of the President; 2. Marketing & Communications; 3. Office of General Counsel 	Create a Division Diversity, Equity, and Inclusions
28	Clear strategy and policies related to addressing isms on campus (i.e. racism, heterosexism/homophobia, able body-ism, sexism, classism)	3	<ol style="list-style-type: none"> 1. Office of the President; 2. Create a Division Diversity, Equity, and Inclusions; 3. Student Affairs; 4. Equal Opportunity and Title IX; 5. Office of Human Resources and Payroll 6. Create an Office of Accountability and Restorative Practices 	Office of General Counsel
29	Training in teaching pedagogy at attends to and infuses DEI issues	3	<ol style="list-style-type: none"> 1. All Colleges; 2. TTaDA; 3. Office of the Provost 	<ol style="list-style-type: none"> 1. Consultants; 2. Create a Division Diversity, Equity, and Inclusions
30	Greater transparency in matters related to DEI focus and work	3	<ol style="list-style-type: none"> 1. Office of the President; 	Office of the Provost

			<ul style="list-style-type: none"> 2. Create a Division Diversity, Equity, and Inclusions; 3. Student Affairs; 4. Equal Opportunity and Title IX 5. Office of Human Resources and Payroll 6. All Colleges 	
31	Have UND remove the 12-student course minimum for undergraduate courses, particularly for those related to DEI	3	<ul style="list-style-type: none"> 1. Office of the Provost; 2. Faculty Senate 3. All Colleges (curriculum committees) 	Create a Division Diversity, Equity, and Inclusions

Appendix C

Sub- Group 1: UND Review- Recommendations

Group 1: UND Review

This group examined current contributive factors as well as barriers at UND that impact the University's ability to be a welcoming, diversity, inclusive, and non-oppressive community.

Topic: Concerns within the Individual Colleges

Context:

- I. Our group discussed concerns on campus related to the individual challenges of diversity within the different colleges at UND.

Recommendations:

1. Contracting with a third-party organization or individual to evaluate and document concerns within the different colleges.
2. This should include and is not limited to, reviewing current policies and procedures within the different colleges.
3. The focus should be on staff, faculty, and students.

Topic: Curriculum and Campus Community

Context:

- I. Our group discussed concerns on campus related to the continued cuts to faculty/instructor lines, and majors/minors/programs, and impact on course development in subjects related to both American diversity and international diversity.

Recommendations:

1. UND commit to an active project of developing and supporting a wider ranging and more diverse curriculum, a commitment aimed at better preparing students to live and work anywhere in a transnational and multicultural world. (Examples: American Indian Studies; Black Studies; Chinese Studies; Latino/a/x and Hispanic studies; *comparative* courses in history, social theory, religions, philosophy, health care, science, rural life, literatures/arts, etc.
2. Form a working group of faculty (all levels) and interested students charged with "imagining" and implementing the above recommendation in collaboration and consultation with colleagues across campus already working in those subject areas.

Context:

- II. Our group discussed the diminished social space on campus (not just related to construction) and the need for more informal and “non-office” spaces to allow more frequent gatherings among students, staff, faculty and visitors. [We are making this recommendation without updates on new Memorial Union]

Recommendation:

1. UND work to develop more informal social space on campus, in collaboration/consultation with student groups and potential donors.

Topic: Concerns related to Retaliation for Reporting Bias Incidents**Context:**

- I. Students have expressed concerns related to potential retaliation and repercussions they might endure by openly addressing their concerns of discrimination and bias on campus that is associated with their culturally diverse identity. Considerably, many of these events often go unnoticed or are unreported as students fear being openly recognized. This is especially salient given the few numbers of diverse students within specific colleges, departments, or programs.

Recommendations:

1. UND develop a protocol to identify and report issues of bias and discrimination on campus. This protocol should include appointing an impartial staff liaison that is not specifically tied to a college’s direct day-to-day operations.
2. Increase the development of social spaces for students, faculty, and staff to meet informally for social gatherings outside of formal office spaces.

Topic: Accountability and Restorative Justice/Practices**Context:**

- II. There are concerns that the university does not effectively respond to and resolve issues of harm and wrongdoing that occurs on campus and within the broader Grand Forks community. Such events cause harm to students of diverse cultural identities, and many of these students feel as if their voices are unheard and undervalued. Additional processes are needed that promote reconciliation and healing following acts of interpersonal or other relational transgressions. The university should be an inclusive environment that offers opportunity for growth and holistic change for all individuals who may have experienced, engaged in, or are impacted by harm and wrongdoing. This includes addressing protocols for appropriately responding to students who may be found responsible for student code of conduct violations.

Recommendation:

1. UND establish an “Office of Accountability and Restorative Practices.” This office would be responsible for addressing student concerns related to bias and discrimination and may work to resolve such matters through informal processes (e.g. peer mediation, community process circles, restorative conferences) to resolve student, faculty, and staff concerns and grievances on campus. This office would also be responsible for responding to larger Grand Forks community concerns and mending positive relationships between campus and community stakeholders.

Topic: Native American Perspective**Context:**

- I. This document addresses these factors and barriers from the perspective of the Native American Indian student. Native Americans make up an estimated 6 % of the state population. There are 5 reservations and 1 tribal community located within the state. The University of North Dakota (UND) historically promoted American Indian Studies and the education of American Indian students within our state. Currently, the on campus Native American students represent only 1.43% of the student population. It is important to examine this underrepresented group, to understand their experiences on campus, and to identify how UND can increase educational opportunities and enrollment of this important part of the community.
- II. Contributing Factors and Barriers:
 1. **Diminished financial opportunities:**
 - i. Example. the loss of the INLAW program
 2. **The dreaded logo issue:**
 - i. Shortly after UND removed the former SIOUX logo, financial support for the American Indian Studies department dwindled resulting in the loss of all but one faculty member;
 3. **Reduced Recruitment and retention efforts relevant to Native American Students**
 4. **The absorption of the American Indian Studies Department into the History department:**
 - i. The Native American Indian Studies needs its own Department, given the history of this state and the campus. American Indians Studies are not simply a lesson in history. Having this base also supports the UND School of Law which offers Indian Law Certificate Program and the INMED program at the Medical School.
 5. **The repurposing of the American Indian Student Services Center**

- i. Historically this Center, faculty, staff and other Native students provided a vital support system that was very much needed to succeed in college. Many students were leaving their home reservations for the first time. The Center provided a place for students to regroup after a tough day and to get extra help in their studies. The Center gave the students a place where they fit within the campus community while increasing likelihood of success in completing their education.

Recommendations:

1. UND should breathe life back into the American Indian Studies Department by hiring American Indian scholars that have backgrounds in literature, history, sociology, anthropology, and the visual and performing Arts as well as in the medical and legal fields to coordinate, develop and teach the courses that will create a foundation toward the 10-year plan proposed by *Hal Gershman's recommendation*. The department should seek funding for positions through state higher education budget allocations, grant applications, and active identification of individual donors.
 2. UND should support the hiring of an American Indian Student Services Director, faculty and staff including a full-time tribal recruitment and retention coordinator, who can make a connection with tribal communities to encourage recruitment and retention.
 3. Return the American Indian Student Support Services Center building back into its intended purpose. A place for students to gather, share their culture and house the newly hired director and staff.
-

Topic: Become the Premier Institution in America for American Indian Studies**Recommendation:**

1. The University will set a ten-year goal of becoming the premier institution in the United States for an undergraduate major and a graduate degree in the study of American Indians. In this renewed (and freshly refunded) program, "American Indian Studies," students will research topics in the Arts, Humanities and Social Sciences from the perspective of American Indians. UND will recruit American Indian scholars in Literature, History, Sociology, Anthropology, and the Visual and Performing Arts and other fields to participate. The program will seek funding for positions through state higher education budget allocations, grant applications, and active identification of individual donors.

Topic: Enhancing UND and the City of Grand Forks Cooperative Initiatives**Recommendation:**

1. After regular review of ongoing collaborations with the City of Grand Forks, UND will encourage and publicize them where appropriate. It will strive to create new initiatives between the University, the City of Grand Forks and the Economic Development Corporation for enhanced undergraduate and graduate student internship and study opportunities. Work with UND Career Services to promote diversity opportunities for the aforementioned internship programs. (Please see attachment with current Collaborations)

Appendix D

Sub- Group 2: Climate Survey Recommendations

Executive Summary

Subgroup 2 Climate Survey was charged with identifying existing climate surveys that UND could use with students, faculty, and staff to assess experiences related to diversity and inclusion at UND. The University of North Dakota has engaged in two cycles of climate assessment through the Education Advisory Board (EAB) however that specific instrument is no longer an option. The subgroup identified a survey instrument and made recommendations related to survey administration, implementation, and follow-up.

Recommendations

1. Surveying campus climate should be holistic and should include more than just a survey instrument. Assessing campus climate should include the following:
 - a. A campus racial equity team should be composed of members across campus from varying departments
 - b. Campus climate survey administration
 - c. Campus survey follow-up
 - i. Focus groups
 - ii. Interviews
 - iii. Recommendations
 - iv. Actions
 - d. Campus asset mapping
 - e. Document review
 - f. Syllabus review
 - g. Program review related to racial equity, language, data, and inquiry
2. Enter a partnership with the National Institute for Transformation & Equity (NITE)
 - a. Through a NITE institutional partnership, NITE will
 - i. Administer the suite of CECE surveys on your campus in the initial and final years of the partnership,
 - ii. Assist your campus in mobilizing your constituents around a common vision to create more inclusive and equitable environments,
 - iii. Support your campus in developing a plan to utilize CECE and other forms of assessment data to facilitate change,
 - iv. Provide professional development for faculty, staff, and/or students on your campus, and
 - v. Offer ongoing consulting over the course of 3-5 years

- b. The cost of a NITE partnership ranges between \$100,000 and \$300,000 and is determined by the partnership package details (e.g., number of surveys, length of the partnership, campus enrollment size, etc.) <https://nite-education.org/>
3. The survey should be administered out of University Analytics and Planning
 - a. Greater chance for institutionalizing the survey (i.e. NSSE, FSSE, Outcomes)
 - b. Colleges, units, departments should have access to specific information on specific populations
 - c. Ability to push out the data (private dashboards) versus waiting for colleges, units, departments to ask for it (part of closing the loop)
4. The survey should be administered every other year
 - a. Culturally Engaging Campus Environments (CECE) year one
 - b. Sexual Misconduct year two
5. Incentivizing survey participation
 - a. Conversations need to be had about incentivizing survey participation in ways that increase target population responses
 - b. Increased focus on who is not taking the survey that we want taking the survey

Conclusion

Subgroup 2 makes the above recommendations with the goal of assessing and improving the campus climate in relation to diversity, equity, and inclusion. Improving campus climate will take more than just survey administration, it will require a holistic review of campus programs, policies, and procedures and will require an understanding of the collective and individual experiences of all students, staff, and faculty.

Appendix E

Subgroup 3: Other Models of diversity, equity, and inclusions- Recommendations

Group #3- Other Models of diversity, equity, and inclusions

This group will work to identify ways in which other Universities (other models) are effectively engaging in practices related to diversity, equity, and inclusions.

Group Recommendations

- Develop an institutional statement on diversity
- Restructure and improve support services, academic programs, and campus diversity, equity, and inclusion strategies.
 - American Indian Student Services
 - Academic Programs with Representative Staff (e.g. American Indian Studies with Indigenous faculty members, cultural studies, LGBTQ studies, etc.)
- Hire a Chief Diversity Officer with support staff to focus on Campus-wide diversity, equity, and inclusion initiatives
- Create effective structures for faculty, staff, and student recruitment, retention, outreach, and accountability initiatives inclusive of hiring practices.

Summary

Models of diversity, equity, and inclusion at a majority of institutions explored have similar characteristics:

- 1) an intuitional commitment or statement on diversity,
- 2) a division or department specifically for campus wide diversity, equity, and inclusion initiatives led by a Vice President of Diversity, Equity & Inclusion and a Chief Diversity Officer. Additionally, population specific support services (e.g. American Indian Services, Black Cultural Centers, Multicultural Centers, LGBTQ Centers, Women & Gender Centers, etc.) have adequate staffing to fully support students and institutional initiatives. Positions such as a Chief Diversity Officer bridge the initiatives between academic and student affairs. They often implement and oversee campus wide diversity, equity, and inclusion initiatives both in the curricular and co-curricular.
- 3) effective structures that exist for faculty and staff recruitment and retention. There is often funding for research in social issues by faculty of color, recognition events, and support initiatives. Hiring practices ask for diversity statements by applicants, interviewers have knowledge on equitable interviewing practices and acknowledge bias in the interviewing process.

Examples of Institutional Models of Diversity, Equity, & Inclusion

Grand Valley State University, Division of Inclusion and Equity (Structure)

Staff: VP for Inclusion and Equity & Executive Associate for Presidential Initiatives, Special Associate for President Initiatives, AVP for Inclusion & Support/TRIO and Social Justice Centers, AVP for Equity & Compliance.

Units: Affirmative Action/EEO, Kaufman Interfaith Institute, Office of Title IX and Institutional Equity, Social Justice Education, Disability Support Resources, Multicultural Affairs, LGBTQ Center, Center for Women & Gender Equity, K-12 Pathways and Veterans Upward Bound.

University of Missouri, Inclusive Excellence Framework (Structure)

<https://diversity.missouri.edu/our-work/inclusive-excellence-framework/>

Five Dimensions of Excellence

- Access & Success
- Institutional Climate and Intergroup Relationship
- Education and Scholarship
- Intuitional Infrastructure
- Community Engagement

The five dimensions are interwoven in hiring practice, curricular, co-curricular programs, policies, procedures, community engagement, leadership development, organization structure. The purpose is to enact the values and mission of the institution.

Senior Staff: Vice Chancellor of Inclusion, Diversity & Equity, Assistant Vice Chancellor for Inclusive Excellence and Strategic Initiatives, Executive Director of Access and Leadership Development, Assistant Vice Chancellor for Civil Rights, Title IX & ADA,

Units: Access & Leadership Development, Inclusive Engagement, Social Justice, Accessibility and ADA, Civil Rights & Title IX, Black Cultural Center, Women's Center, Relationships and Sexual Violence Prevention Center, LGBTQ Resource Center.

Arizona State University, Office of American Indian Initiatives (Structure)

<https://americanindianaffairs.asu.edu/>

- Tribal Nations Tour (outreach and Retention program)
- Programs
 - Academic Programs (9 Indigenous faculty members), Student/Alumni Support, and Research

University of Minnesota, Institute for Diversity, Equity, Advocacy (Structure)

<http://idea.umn.edu/>

Programs

- Bridge funding for Faculty of Color
- Faculty Driven (funding for faculty who address equity and diversity needs in their own department)
- Multicultural Research Awards
 - Promotes research on urgent social issues. (Diversity Through the Disciplines Symposia and Equity & Diversity Breakfast)
- Supporting U
 - Supporting faculty of color with the transition to e-learning/remote work life

University of Michigan (Strategic Plan)

<https://diversity.umich.edu/strategic-plan/>

- Strategy 1: Create an Inclusive and Equitable Campus Climate
- Strategy 2: Recruit, Retrain, and Develop a Diverse Community
- Strategy 3: Support Innovative and Inclusive Scholarship and Teaching

Each school, college, and campus unit have an individualized plan to support the strategy. Each unit also has a DEI lead that follows through with initiatives and accountability for that unit in relation to the strategic plan.

University of Montana-Missoula (Strategic Plan/Structure)

<https://www.umt.edu/diversity/dac/default.php>

- Diversity Advisory Council
- Strategic Plan
 - Enhance the campus culture of understanding, respect, support, and advancement of diversity
 - Create avenues for access to the academy and for success within the academic for all individuals, and particularly populations historically underrepresented in the academy.
 - Develop an organization structure to ensure implementation, evaluation and periodic renewal of strategic choices 1-3.

Montana State University-Bozeman (Strategic Plan/Structure)

<https://www.montana.edu/diversity/data/index.html>

- Diversity & Inclusion Advisory Council
- Diversity & Inclusion Framework
 - Campus Climate & Intergroup Relations
 - Education & Scholarship
 - Access & Success
 - Leadership & Accountability
 - Communication

University of Colorado-Boulder (Strategic Plan)

<https://www.colorado.edu/odece/campus-actions>

<https://www.colorado.edu/odece/cu-boulder-diversity-plan>

Inclusion, Diversity & Excellence in Academics Plan

Key Focus Areas: Climate, Infrastructure, and leadership

- Cultivate success for a diverse undergraduate and graduate student body with new financial resources and programming.
- Learning and lead effective efforts to attract and retain a diverse faculty and staff
- Increase financial resources and incentives to undertake diversity and inclusion work
- Move accountability for diversity and inclusion from the periphery to core institutional functioning
- Build institutional infrastructures and human capacity to implement plan

University of Washington (Hiring Practices)

<https://hr.uw.edu/diversity/hiring/candidate-evaluation-form-tips-and-guidelines/>

Several guidelines on how to address diversity, equity, and inclusion in hiring process including acknowledgement of bias in interview process

James Madison University

https://www.jmu.edu/academic-affairs/documents/anti_racist_agenda.pdf

Academic Affairs Anti-Racist and Anti-Discrimination Agenda. States the intuitions and faculty are working towards anti-racism and will be evaluated during promotion.

Appendix F

Sub-Group 4: Best Practices- Recommendations

UND DEI Task Force, Group 4: Best Practices**October 2020**

Group 4 Charge: Review scholarly literature and other resources to identify potential best practices for effectively engaging in practices related to diversity, equity, and inclusion.

I. Diversity, Equity, and Inclusion (and Justice) Defined

A review of Diversity, Equity, and Inclusion (DEI) Literature reveals that the most promising DEI work is based upon the metaphor of who gets a seat at the table. *Diversity* considers who is sitting at the table, while *equity* asks who is trying to get a seat but cannot; *inclusion* sees that everyone at the table is heard, while *justice* considers which ideas are taken most seriously.ⁱ All four concepts are critical for universities to fulfill their educational mission. With these definitions in mind, Group 4 makes six recommendations below that are based upon our extensive literature review.

II. Assessing DEI Success

Research reveals that most university DEI programs have significant shortcomings in bringing about equity and justice.ⁱⁱ Quantitative data shows that minority faculty and staff representation at most institutions has stagnated (and is too often reduced to tokenism), rates of minority faculty promotion and granting of tenure are too low, wage-gaps too persistent, and minoritized student access, enrollment, retention, and graduation rates have not reached equitable levels. Qualitative data also shows problematic trends. Minoritized people experience discrimination, the involvement of minoritized students in campus life is limited, and decision-making is too often concentrated in circles that exclude women and people of color. Known sources of discrimination, such as student evaluations of faculty teaching and standardized test scores remain highly valued at numerous institutions.

III. Recommendations for Effective DEI Programs

For UND to overcome the many problems with DEI programs that plague higher education, we recommend the following best practices. The recommendations emphasize the significance of *process*, in addition to outcomes.ⁱⁱⁱ

1. An Institution Must Have A Story

- The story that an institution tells about itself reveals its **self-conception** and must reflect an accurate understanding of its **history**.^{iv} For DEI programs to be effective an institution's story must shape its approach to DEI. An institution's story is revealed in mission statements, campus tours, monuments, spaces, websites, social media, etc.^v

2. An Institution Must Have a Strong DEI Statement

- An institution's story forms the basis for its DEI mission and statement. The statement must be **centralized**, and not be piecemeal.^{vi} Piecemeal approaches – differing statements about diversity from different departments and programs – result in inconsistent and hollow understandings of DEI across an institution.^{vii}
 - * *UND does not have a diversity statement (although some programs have created their own), which has resulted in the problems listed above.*
- A strong DEI statement must recognize the significance of **legally protected categories** such as race, sex, disability, etc.^{viii} Otherwise, the statement will reproduce inequities by letting them go uncontested.^{ix} Diversity cannot be a stand-in for all human difference but must “center on power, justice, and equity.”^x

3. An Institution Must Build DEI Structures Based Upon Its DEI Statement

- Institutions must avoid decentralized approaches to DEI.^{xi} Colleges, departments and programs should have a **shared sense of direction** in order to have a coordinated approach to DEI.^{xii}
- A key to centralization is a Chief Diversity Officer (CDO). The CDO must be emboldened by the mission, have the resources necessary to manage effective coordination, and be located within the existing power structure of the university (such as President's Councils).^{xiii} Resources include staff, spaces, and a budget that is integrated into key parts of the university's overall budget.
 - * *UND does not have a CDO and there is not an office solely devoted to DEI at the institutional level, which has led to a decentralized understanding of what constitutes diversity, as well as decentralized programs.*
- **Impact statements** are critical in determining the impact of university policies and initiatives on minority groups; impact statements should be *assessed* as the university creates policies.^{xiv} The CDO's office should incentivize the work by faculty in creating and assessing impact statements through compensation (stipends, overload pay, money transferred to research accounts, course releases, expanded appreciation of service).
 - * *UND could expand the Policy Advisory Group (PAG) to include someone who is knowledgeable of DEI concepts.*
- A centralized approach to DEI and helps departments and programs to engage in DEI training, plan extra-curricular activities, and set goals, targets, and timetables.^{xv}
- Mechanisms to enforce compliance to regulations must be robust.^{xvi}

4. Curriculum is Critical for Effective DEI Initiatives

- An effective curriculum features diversity courses spread throughout the curriculum rather than one “diversity class.”^{xvii}
 - * *UND's Essential Studies curriculum includes a requirement for two diversity courses (one carries a “diversity of human experience,” credit, the other an “analyzing worldview” credit)*
- Universities with vibrant **area studies** (American Indian Studies, Black Studies, Women and Gender Studies, Sexuality Studies, etc.) demonstrate better DEI outcomes. Cluster hires play a key role in bolstering area studies.^{xviii}

** UND is extremely weak here: the American Indian Studies department has one faculty member, there is not a Black Studies Department, and the Women and Gender Studies program does not have any regular faculty.*

- Content for courses should include readings written by people with diverse backgrounds, while topics should include justice and equity alongside diversity and inclusion.^{xix}

5. Attitudes for Effective DEI Implementation

- Dialog, buy-in, and trust are important in implementing effective programs. **Dialog** will help to avoid backlash or people believing that they are being “force-fed” ideas that have no merit. Dialog must be conducted with compassion and respect.^{xx}
- Examples of dialog include: listening sessions, surveys, and DEI representatives meeting face-to-face with departments, programs, and colleges.
- **Trust** is critical; if an administration (or individuals within it) attempting to implement DEI initiatives have a poor record with faculty, staff, and students, DEI initiatives will lack buy-in from faculty and students

6. DEI Initiatives Must Have Proper Resources

- **The top reason for the lack of effective DEI programs is a lack of resources.** DEI initiatives are characterized too often by “happy talk” and many faculty, staff, and students believe that their institution only pays “lip service” to diversity. “**Happy talk**” is when people of various backgrounds celebrate shared values and their institution’s successes in multiculturalism.^{xxi} Such talk overlooks the existence of structural barriers that keep discrimination in place and leads to performative (hollow) celebrations of diversity’s progress.^{xxii} **Lip service** is when DEI initiatives only serve to enhance the image of an institution rather than seeking to bring about equity and justice.^{xxiii}
 - *Goal 5 of UND’s strategic plan, “inclusive,” suffers from lip service. The action items make repeated references to how UND’s “brand” benefits from greater inclusivity, which, according to research, is the opposite of how institutions should approach DEI.*
- See points 3 and 4 above on the significance of administrative positions (the CDO), structures, and curriculum having proper resources.

Appendix G

Letter from the Curriculum Committee College of Arts and Sciences

10-26-2020

To: The Diversity, Equity, and Inclusion (DEI) Task Force
From: The College of Arts and Sciences Curriculum Committee
Re: Alert and Requests Regarding Curriculum and DEI Matters

Dear DEI Task Force:

The Curriculum Committee in the Colleges of Arts and Sciences oversees curricular matters for the largest college of the largest university in the state of North Dakota. The College also comprises the largest number of faculty with the deep expertise and training necessary to teach wide-ranging DEI courses on UND's campus. We write to alert you about the dire state of affairs in the College when it comes to diversity related matters. Over the past several years, we have seen program and course deactivations that cripple UND's ability to fulfill its liberal arts mission of providing a diverse and inclusive education for our students (Goals 1 and 5 of UND's strategic plan).

The rash of recent deactivations over the past year include:

- The Chinese Studies Major (includes courses on Chinese language and culture)
- The Religious Studies Major (includes courses on Asian religions and cultures)
- The assimilation of American Indians Studies into the History Department
- The Go Global Program (courses on globalization and student engagement with extracurricular events such as culture nights)
- Diversity related courses (for example, two courses on African history and severe reductions in the number of Anthropology courses)
- The Women and Gender Studies Program (while this program has not been deactivated, it was stripped of its director and the Executive Committee that oversaw numerous activities has not met recently. Consequently, the program is at its lowest point in years)

These deactivations do not have the support of the faculty; they have been mandated by the administration. While we understand that the budget crisis facing UND is real, we would like the university to examine the **disproportionate impact** of the crisis on diversity-related curriculum.

Given the dramatic reduction of courses and programs in the Arts and Sciences curriculum, we are making two requests that we ask the DEI task force to consider:

- 1) We ask that the task force prioritize curricular matters in its recommendations and include alerts about the acute crisis facing the curriculum in the college that is perhaps best positioned to teach a broad range of DEI courses.

- 2) We ask that the task force recommend removing the 12-student course minimum for undergraduate courses, particularly for those related to DEI. This requirement is at the root of the slashing of numerous diversity courses. Many faculty believe it is an arbitrary number (the course minimum at NDSU is eight students).

We would be happy to answer any questions that you may have or elaborate on the points we have raised above. We understand that you are busy and thank you for the time you have taken in considering our concerns.

Sincerely,

Douglas Munski, Curriculum Committee Chair, Chair and Professor of Geography

Crystal Alberts, Associate Professor of English

Caroline Campbell, Associate Professor of History

Wendelin Hume, Associate Professor of Criminal Justice

Jenya Kozliak, Professor of Chemistry

Charles Miller, Chair and Associate Professor of Philosophy and Religion

Michael Wittgraf, Chester Fritz Distinguished Professor of Music

Appendix H

UND Diversity Advisory Council Recommendations (2016)

University of North Dakota Diversity Advisory Council
Recommendations

December 16, 2016

Introduction

Diversity is a broad and complex topic requiring a comprehensive, multi-faceted approach. Diversity and inclusion efforts move beyond numbers of students or numbers of programs as end goals. Instead, diversity efforts are multilayered processes through which UND may achieve excellence in learning, research and teaching, access and equity, student development, local and global community engagement, workforce development, and more.

Diversity at UND means our community reflects and is strengthened by members representing the full range of human differences, seen and unseen.

Diversity Advisory Council Charge

UND President Mark Kennedy established a group of twelve faculty, staff, students and community members charged to:

1. Complete inventories of existing campus diversity and inclusion practices and programs with a specific focus on Essential Studies that qualify under the diversity requirement.
2. Identify best practices to enhance our understanding of diversity and inclusion in the higher education setting.
3. Based on our current programs/practices, identify practices and provide the president a list of recommendations for our campus.

Recommendations

These recommendations establish a small and far from exhaustive set of concrete, achievable actions that focus on helping UND and the individuals within the organization to gain competence for working with diverse constituents; comply with laws and regulations and create policies related to them; affirm the interconnectedness and value of every person; improve organizational performance; and treat each individual on our campus equitably and ethically.

Loosely defined, the key recommendations may be categorized as demonstrable best practices on campus and community climate; teaching, learning and scholarship; and student development and involvement.

Campus and Community Climate

The intentional fostering, building and maintaining of a positive campus climate is critical to achieving the benefits of diversity for all students. Campus climate is the atmosphere or ambience of an organization as perceived by its members. ... reflected in its structures, policies, and practices; the demographics of its membership; the attitudes and values of its members and leaders; and the quality of personal interactions; Behaviors within a workplace or learning environment, ... that influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect (Campus Climate, The University of Wisconsin-Madison).

- Create a universal statement of community values and expectations regarding diversity, inclusion and civility to be integrated throughout the UND experience for all faculty, staff and students.

- Conduct regular comprehensive quantitative and qualitative climate assessments to glean areas for improvement and measure gains.
- Strengthen connections between UND and Downtown and the Greater Grand Forks community through collaborative activities such as Grand Forks Reads or other opportunities through the Knight Cities Foundation.
- Guided by faculty and staff interests, create employee resource groups to aid in the retention of underrepresented faculty and staff.
- Create a clear process and mechanism for reporting and responding to bias motivated incidents
- Build a culture of assessment regarding diversity which includes the disaggregation of data and regular climate assessment.
- Build a critical mass of students from traditionally underrepresented groups by expanding multicultural student recruitment through relationships with high schools with large numbers of students of color (especially in neighboring states).

Teaching, Learning and Scholarship

Students who attend colleges and universities with more racially and ethnically diverse student bodies are exposed to a wider array of experiences, outlooks, and ideas that enhance the education of all students. As we prepare students for professional, civic and personal success we must do so in light of our increasingly global economy and the rapid changes in our nation's demographics. The following recommended best practices foster a diverse, equitable, and inclusive climate for teaching, learning, and research:

- Develop, refine and implement diversity strategic plans within colleges and departments that address issues related to classroom climate, pedagogy, recruitment (of students and faculty), content, and/or curriculum.
- Create a position (either a new hire or a faculty fellow) to work with colleges and departments as they develop and refine their diversity strategic plans and support academic diversity-related efforts.
- Build a critical mass of faculty from traditionally underrepresented populations through intentional focus on recruiting more diverse pools of candidates.
- Establish an intentional and integrated first-year experience which will include a common read.
- Support the current effort by the Essential Studies (ES) Committee to revise the ES Program's diversity requirement, including providing the funding necessary to revise or create ES courses that meet heightened standards.
- Promote increased exposure of students to diversity, equity, and inclusion frameworks and content in their majors and electives through high impact practices such as study abroad experiences and student exchanges with minority-serving institutions
- Create and deliver training for faculty on inclusive practices for teaching and learning, classroom environment, curriculum development, and advising, by providing ongoing funding and support to the Office of Instructional Development which is designated for these purposes.
- Develop formal faculty exchange programs with minority-serving institutions, such as the state's tribal colleges and Historically Black Colleges and Universities (HBCU).
- Develop concepts for cluster hires whose scholarly activity is related to diversity, equity, and inclusion.
- Ensure that diversity-related scholarship is recognized in the promotion, tenure, and evaluation process.
- Encourage and support formal diversity, equity, and inclusion-related research initiatives.

- Create mechanisms that encourage networking among scholars at UND pursuing diversity, equity and inclusion scholarship, including ways of sharing their research with the larger UND community.

Student Development and Involvement

“Student development is the way that a student grows, progresses, or increases his or her developmental capabilities as a result of enrollment in an institution of higher education” (Rodgers, 1990) with an emphasis on the individual and interaction with educational environments.

Student involvement refers to “out of class active participation that enhances academics through the relationships [students] build, the communities they serve, the networks they create, and the personal skills and knowledge they acquire” (University of Florida).

- Conduct a co-curricular programming survey of faculty/staff and to students to assess diversity initiatives and needs.
- Increase resources for diversity centers on campus that support student retention initiatives.
- Provide additional staff to support diversity programming that attract a variety of constituents to learn about diversity and related concepts.
- Develop goals and outcomes for the student experience related to diversity and inclusion.
- Create a “Diversity Challenge Fund” that incentivizes collaboration with departments outside of the division of Diversity & Inclusion to sponsor programs related to diversity.
- Create a campus environment that is representative of diversity at UND and a multicultural world beginning with renovation and rebranding of spaces on campus, specifically the Memorial Union, to be more inclusive and welcoming for all students.

Further Recommendations

- Continue the work of the Diversity Advisory Council to work in concert with the AVP for Diversity and Inclusion to assist with various tasks including the review of college and department diversity strategic plans and provide feedback to colleges or departments.
- Develop a Diversity Strategic Plan for the University in conjunction with the university’s overall strategic planning process which will establish a set of concrete, achievable actions that will make the University of North Dakota amore fully inclusive institution that understands and appreciates diversity..
- Create and deliver training for staff on diversity, inclusion, cultural competence, SafeZone, culturally competent customer service and employee relations by providing ongoing funding and support to the Office of Learning and Development which is designated for these purposes.

Diversity Advisory Committee Members

- Sabrina Balgamwalla, Assistant Professor of Law
- Stacey Borboa Peterson, Director of Multicultural Student Services
- Lee Edward Brockington, Student in School of Law and President of UND's Black Law Student Association
- Samantha Chairez, Student in Spanish and Biology Departments and President of UND's Organization of Latino Americans
- Connie Frazier, Executive Director of Housing/Dining
- Jonathan Holth, Co-Owner of Toasted Frog restaurant
- Sara Kaiser, Coordinator of Student Organizations & Activities
- Krista Lynn Minnotte, Professor of Sociology
- Sandra Mitchell (Chair), Associate Vice President for Diversity & Inclusion
- Linda Neuerburg, Assistant Director of American Indian Student Services
- C. Casey Ozaki, Associate Professor of Teaching & Learning
- Brian Urlacher, Associate Professor of Political Science & Public Administration
- Ryan Zerr, Director of Essential Studies and Professor of Mathematics

With the national backdrop of Greater focus on police killings of unarmed black individuals across the United States as well as incidences of racism and microaggressions within greater Grand Forks and specifically at UND this task force was commissioned by president armacost. President armacost at the task force to examine gaps as well as review of institutional functions that impacts rt65 Switch music playing number 5.

Thus and empanelled group of student staff faculty and community members was brought together for this review. It was doing this review process that the task force reviewed University experiences policies, assessment measures as a means of understanding diversity climates at universities, examining other models of diversity equity and inclusion, finally examining best practices associated with diversity equity and inclusion across the country. It was through this examination that led the committee the taskforce to identifying and providing in developing recommendations part has recommendations for the University leadership

We have been charged to provide recommendations to University leadership for potential action associated with gold number five-fostering a welcoming, safe, and inclusive campus environment. To identify gaps and areas of opportunity. Prioritize areas of need, and to suggest which offices are responsible for those recommended actions. Is our belief that the task force should be at the Forefront of this process in identifying points of educating organizing resisting and re-envisioning a new reality impaired I'm here at UND. The task force recognizes the need to

educate ourselves on the history of you and Dee and the community in which we function and live and the part of the educational process we must understand the components of Oppression marginalization and exclusion that have existed in this community and on this campus since the Inception of this University. It is also important that we take a historical understanding and educate ourselves on the components of support that have existed on this campus that have served as beacons of light to welcome and create inclusive spaces for all students faculty and staff. It is our belief that it is important that we organize organizing represents the idea of coming together across groups across units across colleges across faculty staff and students as a means of re-envisioning a university that is more inclusive welcoming Anastasia to all people all student family and staff here at the University. We must resist we must resist the institutionalized individual and cultural components of isms that exist on this campus and so we must resist forms of Oppression in the curriculum in the student life in academic Affairs student affairs and all entities in the University. Finally we must re-envision a new reality. Envisioning a new reality and Paradigm at you and d means moving away from racist policies policies exclusionary policies to more inclusive place and we must do that together. We must not conform accommodate or adjust to marginalization oppression and or discrimination on the UND campus or the UND community-at-large. It is important to recognize that fighting for the plural is not anti singular fighting Against Racism on this campus in the plural is not anti indigenous. The university must continue to work towards captioning the students voice on this campus as they experience marginalization oppression and discrimination as well as hearing the students voices on what are the supportive factors entities units individuals on this campus that have served as those supportive spaces to help students not only come to but matriculate through the University and so is a means of capturing student voices this must be done quantitatively qualitatively through student statements through assessments but students voices must be heard. It is important to recognize the overarching needs and wants of University to move to a more inclusive and Equitable environment for all as well as understanding some of the unique challenges within the different colleges and units at the University and so this recognition of shared similarities as well as uniqueness amongst the college's really means that the university must come together with a more organized and systematic plan to address isms microaggressions forms of Oppression on the campus and moving towards a more inclusive and supportive, safe, Equitable environment.

Start with a framing of what brought this Task Force together. What is the rationale for doing this work and what does the important of this work mean to the overall benefit of the University.

What resources can the Task Force give to the EC

Good beginning, but there is a need for more time to

What do we look now and what do we want to look like in the future

Before moving forward, we must validate the inequity/harm (name it), we must address, and work to heal from the harm (repair the relationship)

Reading between the lines-

What gets missed in the questions that we ask

What are we not asking

How do we address the climate of UND (support, microaggressions, ism's)

Understanding the need for and supporting equity in policies

What d

Shared governance between the upper administration and colleges regarding DEI. So, there is a level of university accountability and coordination, while also acknowledging the uniqueness of individual colleges and offices at the University. Thus, centralized responsibility and quick response ability

How are we making connections in the communities to develop relationships and building bridges to UND from those communities.

What is the university's timeline for responding to the recommendations from the Task Force

How do we (university) do the work

We should highlight multiple perspectives. A generalized, one-size-fits-all approach will weaken the recommendations. Maybe we can include other specific perspectives.

American Indian perspective needs to be front and center at University of North "Dakota"... I disagree with Darin, but do not want to be critical. Just FYI.

Thoughts from the Tuesday, October 27th meeting.

1. General and broad recommendations and then in the appendixes the specific group needs
2. Can the Task Force recommend standing money for DEI at the University budget?
3. Dealing with Collective University decisions and directive

The goal of the task force is to provide the university president and executive council with recommendations for potential action that can enhance Goal 5 of the University's Strategic Plan, which has been identified as fostering a welcoming, safe and inclusive campus climate. The task force has worked to identify current contributive factors as well as barriers at UND that impact the University's ability to be a welcoming, diversity, inclusive, and non-oppressive community. Also, the task force is working to identify and recommend climate surveys that UND can use with students, faculty, and staff to assess experiences related to diversity and inclusion at the university. Finally, the task force is working to identify ways in which other universities;

models-diversity, equity, and inclusion; and identified best practices have been developed and utilized to infuse diversity, equity, and inclusion on campuses in higher education across the United States.

Group #1- UND Review

This group will examine current contributive factors as well as barriers at UND that impact the University's ability to be a welcoming, diversity, inclusive, and non-oppressive community.

Group #2- Climate Survey

This group will work to identify existing climate surveys that UND can use with students, faculty, and staff to assess experiences related to diversity and inclusion at UND.

Group #3- Other Models of diversity, equity, and inclusions

This group will work to identify ways in which other Universities (other models) are effectively engaging in practices related to diversity, equity, and inclusions.

Group #4- Best Practices

This group will work to review scholarly literature and other resources to identify potential best practices for effectively engaging in practices related to diversity, equity, and inclusions.

What is/are the emerging theme(s) from your review process that will offer some context for the recommendations from the subgroups.

Glossary

microaggression

cultural identity

Resistance

ⁱ Dafina-Lazarus Steward, “Language of Appeasement,” *Inside Higher Ed.*, March 30, 2017. On applying equity and justice alongside diversity and inclusion, see, for example, Thomas, *Diversity Regimes*, 2020; T.B. McNahir, E.M. Bensimon, L. Malcom-Piqueux, *From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education* (Hoboken, N.J.: Wiley: 2020).

ⁱⁱ In one of the most comprehensive examinations of problems with DEI programs, sociological James M. Thomas puts it this way: “To date, we have a limited sociological understanding of the process through which diversity’s hollow meaning arises, what conflicts and contingencies are involved in this process, and how the social actors involved think about diversity when they put it into practice (*Diversity Regimes: Why Talk is Not Enough to Fix Racial Inequality at Universities* [New Brunswick: Rutgers University Press, 2020] 11).”

ⁱⁱⁱ Thomas emphasizes that DEI programs fail when they only focus on outcomes and neglect the process that is involved in focusing on outcomes (*Diversity Regimes*, 11).

^{iv} For more on the significance of institutional self-conception, see Thomas, *Diversity Regimes*, Chapter 2.

^v “Monument” can include memorials, statues, markers, museums, art installations, and other “story-telling spaces”, (Mellon Foundation Monuments Project: <https://mellon.org/topics/monuments/>); Restrepo Sanín, J, “‘I Don’t Belong Here’: Understanding Hostile Spaces,” *Journal of Women, Politics & History*, 40 no. 1 (March 2019), 112-121.

^{vi} Thomas calls the various conceptions of diversity across a campus “condensation” and one of the strongest barriers to effective DEI programs (*Diversity Regimes*, Chapter 3).

^{vii} Hurd, Kyneshawau, and Victoria C Plaut, “Diversity Entitlement: Does Diversity-Benefits Ideology Undermine Inclusion,” *Northwestern University Law Review* 112, no. 6 (May 1, 2018): 1605–1635; Lerner, J. E., “Beyond Diversity and Inclusion: Creating a Social Justice Agenda in the Classroom,” *Journal of Teaching in Social Work*, 38 no. 1 (2018), 43-53.

^{viii} Thomas, *Diversity Regimes*, 160; Jay Dolmage, *Academic Ableism : Disability and Higher Education* (Ann Arbor: University of Michigan Press, 2018).

^{ix} Sarah Ahmed, *On Being Included: Racism and Diversity in Institutional Life* (Durham: Duke University Press, 2012); Thomas, *Diversity Regimes*, 49; Reygan, F., & Steyn, M., “Diversity in Basic Education in South Africa: Intersectionality and Critical Diversity Literacy,” *Africa Education Review* 14, no. 2 (2017): 68–81.

^x Thomas, *Diversity Regimes*, 167; T.B. McNahir, E.M. Bensimon, L. Malcom-Piqueux, *From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education* (Hoboken, N.J.: Wiley: 2020); for an example of student statements along these lines, see the Coalition for University Justice and Equity, a student initiative at Texas Christian University, <https://cujenow.weebly.com/cuje-news/official-response-to-tcu-blm> (June 2020).

^{xi} On the relationship between DEI failures and decentralization, see Thomas, *Diversity Regimes*, Chapter 4.

^{xii} Frank Dobbin and Alexandra Kalev, “Why Diversity Programs Fail,” *Harvard Business Review*, (July-August, 2016); 52-60; Anna-Lena Claeys-Kulik, T.E. Jørgensen, H. Stöber, “Diversity, Equity and Inclusion in European Higher Education Institutions: Results from the INVITED Project,” *European University Association* (Belgium: November 2019, 31).

^{xiii} Thomas, *Diversity Regimes*, 172.

^{xiv} On the significance of considering how minoritized students are effected by policies and practices, see Thomas, *Diversity Regimes*, 176; T.B. McNahir, E.M. Bensimon, L. Malcom-Piqueux, *From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education* (Hoboken, N.J.: Wiley: 2020)

^{xv} Thomas, *Diversity Regimes*, 115.

^{xvi} Thomas, *Diversity Regimes*, 93.

^{xvii} Denson, N., Bowman, N. A., Ovenden, G., Culver, K., & Holmes, J. M., “Do Diversity Courses Improve College Student Outcomes? A Meta-Analysis,” *Journal of Diversity in Higher Education* (May 7, 2020): Advance online publication. <http://dx.doi.org/10.1037/dhe0000189>;

^{xviii} Institutions are currently engaging in cluster hires in area studies. See, for example, the one at the University of Miami for ten faculty focusing on race (Fall 2020): <https://careers.insidehighered.com/job/2029391/college-of-arts-and-sciences-cluster-hiring-initiative-open-rank-/>; see also the one at Washington University in Saint Louis, a cluster hire for twelve faculty focusing on race (Fall 2020).

^{xix} BrckaLornenz, A. A., “Culturally Engaging Courses and Campuses for LGBTQ+ Issues,” *Journal of Diversity In Higher Education*, (March 19: 2020): 1-12; Jones, J. M., “Doing Diversity: Creating Spaces, Opportunities, and Change,” *Perspectives on Psychological Science* 14, no. 1 (2019): 43-48.

^{xx} Gregory M. Blom, and Brittany B. Davis, "An imperfect understanding: the Air Force's transition to diversity and inclusion." *Air & Space Power Journal*, vol. 30, no. 2, (Summer 2016) p. 79+; Bridges Transition Model, (March 12, 2020), Retrieved October 06, 2020, from <https://wmbridges.com/about/what-is-transition/>; Anna-Lena Claeys-Kulik, T.E. Jørgensen, H. Stöber, “Diversity, Equity and Inclusion in European Higher Education Institutions: Results from the INVITED Project,” European University Association (Belgium: November 2019) 743.

^{xxi} Joyce M. Bell, Douglas Hartmann, “Diversity in Everyday Discourse: The Cultural Ambiguities and Consequences of ‘Happy Talk,’” *American Sociological Review* 72, no. 6 (December 2007): 895-914; Thomas, *Diversity Regimes*, 9.

^{xxii} Sarah Ahmed. *On Being Included: Racism and Diversity in Institutional Life*. Durham: Duke University Press, 2012.

^{xxiii} Catherin Phipps, “‘We Already Do Enough Around Equality and Diversity’: Action Taken by Student Union Officers to Promote LGBTQ+ Inclusion in University Sport,” *Sociology of Sport Journal* (2020): 1–9.