Faculty Toolkit
UND Essential Studies Program: ES 2020
*Revised* October 2018

Resources for Faculty Podcast “ES 2020” Listeners:

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Departmental Conversation Starters

Use this worksheet to aid your department’s transition to the new goals and learning outcomes in the Essential Studies (ES) program. Faculty on the Essential Studies Committee (ESC) developed these new outcomes and rubrics to replace United States (U) and Global (G) Diversity categories. Find the language for the Intercultural Knowledge & Skills goal as well as the learning outcomes for new Special Emphasis categories The Diversity of Human Experience and Analyzing Worldview on the ES website https://und.edu/academics/essential-studies/goals.html and in this packet.

Conversation Starters for the Faculty meeting

1. Environmental Scan
   a. Essential Studies (ES). Which ES courses does our department offer in our academic plan?
   b. High Impact Practices (HIPs). Which courses that we offer might be classified as HIPs (see the “Key Elements” on page 8)?

2. Curricular map
   a. ES. Where ought we situate new IKS courses in our academic plan?
   b. HIPs. Where ought we situate additional HIPs? Which ones, and why?
   c. How will we assess student success in ES and HIPs?

3. Multiple instructors
   a. Who has responsibility for alignment across multiple sections?
   b. Which strategies for course design do all instructors need?
   c. Which elements can we share while ensuring academic freedom for instructors?
   d. How will we assess student success across sections?

4. Delivery method
   a. How do pedagogies align for courses delivered online and on-ground?
   b. Do these strategies address possible discrepancies in the student success data?
   c. How will we assess student success across sections?

5. Service courses
   a. Which departments/programs utilize (require or recommend) our ES offerings?
   b. How will our curricular changes affect those students?

6. Devise strategy to increase student success
   a. Have we identified barrier courses for students?
   b. How do we address those issues without sacrificing our standards or quality?
   c. Do we address equity issues around barriers and success?
Essential Studies Learning Goals
https://und.edu/academics/essential-studies/goals.html

Essential Studies (ES) and the major comprise the core of a student’s UND undergraduate education. The heart of ES is the six learning goals:

- **Critical Inquiry and Analysis:** Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

- **Quantitative Reasoning:** Quantitative Reasoning is competency and comfort in working with numerical data, using it to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations, and to create and clearly communicate sophisticated arguments supported by quantitative evidence, such as by using words, tables, graphs, mathematical equations, etc., as appropriate.

- **Written Communication:** Written Communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing text, data, and images.

- **Oral Communication:** Oral communication involves a purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

- **Information Literacy:** Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.

- **Intercultural Knowledge & Skills:** Intercultural knowledge and skills foster the capacity to meaningfully engage with the perspectives of people whose cultures and identities are different from one's own. To meaningfully engage with others' perspectives, one must be aware of how those perspectives are shaped by larger social structures, by issues of contemporary importance, and by issues that arise in global society.

**Breadth of Knowledge Areas:** Communication; Social Science; Fine Arts; Humanities; Math, Science, & Technology

**Special Emphasis Areas:** The Diversity of Human Experience; Analyzing Worldview; Advanced Communication; Quantitative Reasoning

**Capstone**
The former ES learning goal of Diversity is now **Intercultural Knowledge & Skills** for the ES 2020 revisions. The current ES Special Emphasis requirements for United States Diversity (U) and Global Diversity (G) are being phased out in this transition and will be replaced in Fall 2020 by these new Special Emphasis areas: *The Diversity of Human Experience* and *Analyzing Worldview*. Incorporating the syllabus language below, available on the ES website, is one way we can all strengthen the ES messages on diversity students receive.

**Intercultural Knowledge & Skills** – an ES Program Learning Goal

This course addresses the Essential Studies learning goal of Intercultural Knowledge and Skills. This means it is about acquiring the knowledge, skills, and attitudes needed to interact successfully with others from different backgrounds and being able to apply that understanding to contemporary issues.

More specifically, intercultural knowledge and skills foster the capacity to meaningfully engage with the perspectives of people whose cultures and identities are different from your own. To meaningfully engage with others’ perspectives, you must be aware of how those perspectives are shaped by larger social structures, by issues of contemporary importance, and by issues that arise in global society. You should expect to focus on these intellectual skills as part of this course.

**The Diversity of Human Experience** – an ES Special Emphasis course

This course is an Essential Studies Special Emphasis course about The Diversity of Human Experience, which means it places a strong emphasis on helping you understand human diversity and considering the multiplicity of differing worldviews. Doing so may occur by studying the values, perspectives, traditions, and beliefs of a particular group or groups.

As a Diversity of Human Experience course, at least 1/3 of this course’s focus and graded assignments will help you recognize the existence of cultural differences and the complexity of social identities, understand that our worldviews are constructed through our identities and cultures, and give you defined opportunities to reflect on your own identity, culture, and worldview.

**Analyzing Worldview** – an ES Special Emphasis course

This course is an Essential Studies Special Emphasis course about Analyzing Worldview, which means it has a primary focus of helping you develop a set of transferrable academic skills you can use to productively interact with people of diverse backgrounds. You will be asked to recognize social and cultural difference while understanding how our worldviews are shaped by our identities and cultures. You will be encouraged to think about the real-world consequences of people’s different worldviews.

As an Analyzing Worldview course, at least 1/2 of this course’s focus and graded assignments will help you analyze how worldviews are shaped, how privilege and oppression are part of larger social institutions and systems, how ideologies are the fundamental means through which systems of privilege and oppression are organized, and help you practice the reflective thinking necessary to understand yourself as existing within ideological systems which involve oppression and privilege.
The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialogue and understanding of student success.

**Definition**


**Framing Language**

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett’s Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnorelativism: A developmental model of intercultural sensitivity. In Education for the intercultural experience, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff’s intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. Journal of Studies in International Education 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components that are important in the development model and in other contexts.

**Glossary**

- **Culture**: All knowledge and values shared by a group.
- **Cultural rules and biases**: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- **Empathy**: “Empathy is the imaginary participation in another person’s experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person’s position)”. Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In Basic concepts of intercultural communication, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- **Intercultural experience**: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- **Intercultural/cultural differences**: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one’s own culture.
- **Suspends judgment in valuing their interactions with culturally different others**: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from oneself. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- **Worldview**: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.
<table>
<thead>
<tr>
<th>Knowledge and Competence</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Intercultural Knowledge</td>
<td>a set of cognitive, affective, and behavioral skills and characteristics that allow one to recognize and respond to cultural biases, her/his experiences have shaped these rules, and yet still not allow one to negotiate a shared understanding.</td>
</tr>
<tr>
<td>Intercultural Competence</td>
<td>a set of cognitive, affective, and behavioral skills and characteristics that allow one to recognize and respond to cultural biases, her/his experiences have shaped these rules, and yet still not allow one to negotiate a shared understanding.</td>
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### Milestones

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<tr>
<th>Stage</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>1</td>
<td>Identifies some cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences but is still unable to negotiate a shared understanding.</td>
</tr>
<tr>
<td>2</td>
<td>Identifies some cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences but is still unable to negotiate a shared understanding.</td>
</tr>
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<td>3</td>
<td>Identifies some cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences but is still unable to negotiate a shared understanding.</td>
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### Evaluation

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.
### New Special Emphasis Area Validation Criteria

[https://und.edu/academics/essential-studies/_files/docs/special-emphasis-revalidation-criteria-rubrics.pdf](https://und.edu/academics/essential-studies/_files/docs/special-emphasis-revalidation-criteria-rubrics.pdf)

#### The Diversity of Human Experience

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evidence Supports?</th>
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<tbody>
<tr>
<td>Focus: The course materials, assignments, topics of discussion, and/or learning activities demonstrate that the course is helping students better understand the <strong>diversity of the human experience</strong> and is committed to <strong>encouraging a consideration of the multiplicity of differing worldviews</strong>.</td>
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</table>

*Threshold Concepts:* The course materials, assignments, topics of discussion, and/or learning activities demonstrate that the course is teaching these threshold concepts: 1) **the existence of cultural differences and the complexity of social identities**, and 2) **that worldviews are constructed through our identities and cultures**.

*Encouraging Student Reflexivity:* Course assignments and/or activities demonstrate that students have had defined opportunities **to reflect on their own identities, cultures, and worldviews; and to reflexively consider their worldviews as the product of their identities and cultures.**

*The Focus, Threshold Concepts, and assignments/activities that Encourage Student Reflexivity must constitute at least 1/3 of the course’s focus and graded assignments.*

*May not carry any other Special Emphasis designation nor may it be a capstone course.*

#### Analyzing Worldview

<table>
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<tr>
<th>Criteria</th>
<th>Evidence Supports?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus: The course materials, assignments, topics of discussion, and/or learning activities demonstrate that the <strong>class examines the real-world consequences of differing worldviews by giving students tools to analyze social inequities.</strong></td>
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*Threshold Concepts:* The course materials, assignments, topics of discussion, and/or learning activities demonstrate that the course is teaching these threshold concepts: 1) **privilege and oppression are part of larger social institutions and systems**; and 2) **Ideologies represent the values and interests of a particular group and they are the fundamental means through which systems of privilege and oppression are**

*Encouraging Student Reflexivity:* Course assignments and/or activities demonstrate that students have had defined opportunities **to practice metacognition—and to understand themselves as existing within ideology and systems of oppression and privilege.**

*Transferable academic skills for productively engaging with difference are an explicit and primary component of the course:* The Focus, Threshold Concepts, and assignments/activities that Encourage Student Reflexivity must constitute at least 1/2 of the course’s focus and graded assignments.

*May not carry any other Special Emphasis designation nor may it be a Capstone course.*

*Must be at the 200 level or higher.*
## Timeline for a Successful Transition: ES 2020

Use this timeline to aid your department’s transition to the new goals and learning outcomes in the Essential Studies program. Find the packet and read more: [https://und.edu/academics/essential-studies/es2020.html](https://und.edu/academics/essential-studies/es2020.html)

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
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<tr>
<td><strong>October 2018</strong></td>
<td>Listen to podcast “Upgrade Your ES U/G Courses to ES 2020”&lt;br&gt;<a href="https://und.yuja.com/V/Video?v=226280&amp;node=1026413&amp;a=1174434820&amp;autoplay=1">https://und.yuja.com/V/Video?v=226280&amp;node=1026413&amp;a=1174434820&amp;autoplay=1</a>&lt;br&gt;Meet, discuss, and complete the “Departmental Conversation Starters” worksheet</td>
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<td></td>
<td>Submit new courses/programs to CourseLeaf and U Curriculum Committee for the 2019-20 catalogue that need SHBE/Chancellor approval (deadline 12 Oct)&lt;br&gt;<a href="http://www1.und.edu/university-senate/committees/curriculum-committee/forms.cfm">http://www1.und.edu/university-senate/committees/curriculum-committee/forms.cfm</a>&lt;br&gt;*Remember to submit new courses simultaneously to college curriculum committees and the University Senate Essential Studies Committee (ESC) concurrently</td>
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<td>Request pedagogical and curricular assistance from the Essential Studies (ES) Program and the Teaching Transformation and Development Academy (TTaDA)</td>
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<td><strong>November 2018</strong></td>
<td>Attend “Here to Help: ES 2020” sessions for Diversity of Human Experience and Analyzing Worldview courses&lt;br&gt;<a href="https://register.und.edu/learning/jsp/index.jsp?categoryId=10106">https://register.und.edu/learning/jsp/index.jsp?categoryId=10106</a></td>
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<td>Request pedagogical and curricular assistance from the Essential Studies (ES) Program and the Teaching Transformation and Development Academy (TTaDA)</td>
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<td><strong>December 2018</strong></td>
<td>Submit Diversity of Human Experience and Analyzing Worldview courses for ESC validation or revalidation (deadline 01 Dec)&lt;br&gt;<a href="https://und.edu/academics/essential-studies/validation.html">https://und.edu/academics/essential-studies/validation.html</a> or <a href="https://und.edu/academics/essential-studies/revalidation.html">https://und.edu/academics/essential-studies/revalidation.html</a></td>
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<td>Submit course/program changes to CourseLeaf and U Curriculum Committee for the 2019-20 catalogue that need U Senate approval (deadline 31 Dec)&lt;br&gt;<a href="http://www1.und.edu/university-senate/committees/curriculum-committee/forms.cfm">http://www1.und.edu/university-senate/committees/curriculum-committee/forms.cfm</a></td>
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<tr>
<td><strong>Spring 2019</strong></td>
<td>Stay tuned</td>
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<td><strong>May 2019</strong></td>
<td>Curriculum Workshop</td>
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<td><strong>Fall 2019</strong></td>
<td>Stay tuned</td>
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<td><strong>December 2019</strong></td>
<td>Final date to submit Diversity of Human Experience and Analyzing Worldview courses for ESC validation (deadline 01 Dec)</td>
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<tr>
<td><strong>August 2020</strong></td>
<td>Launch all Diversity of Human Experience and Analyzing Worldview courses</td>
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High-Impact Practices (HIPs): Eight Key Elements and Examples
Association of American Colleges & Universities (AAC&U)

Performance expectations set at appropriately high levels
Example: A writing- or inquiry-intensive first-year seminar in which assignments, projects, and activities such as multiple short papers, problem sets or projects challenge students to achieve beyond their current ability level as judged by criteria calibrated to students’ pre-college accomplishment evidenced by placement tests or ACT or SAT scores.

Significant investment of time and effort by students over an extended period of time
Example: A multiple-part class assignment on which a student works over the course of the academic term, beginning with a synopsis of the problem or issue to be examined and the methods or procedures that will be used, followed subsequently with narrative sections describing the methods, findings, and conclusions which together culminate in a completed paper, demonstration or performance evaluated by an independent third party or faculty supervisor.

Interactions with faculty and peers about substantive matters
Example: Out-of-class activities in which students in a learning community or first-year seminar come together at least once weekly to attend an enrichment event such as lecture by a visiting dignitary and/or discuss common readings and assignments facilitated by an upper-division peer mentor.

Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
Example: A service learning field assignment wherein students work in a setting populated by people from different backgrounds and demographics, such as an assisted living facility or shelter for abused children, which is coupled with class discussions and journaling about the connections between class readings and the field assignment experience.

Frequent, timely, and constructive feedback
Example: A student-faculty research project during which students meet with and receive suggestions from the supervising faculty (or staff) member at various points to discuss progress, next steps, and problems encountered and to review the quality of the student’s contributions up to and through the completion of the project.

Periodic, structured opportunities to reflect and integrate learning
Example: Linked courses in a learning community wherein an instructor of one course designs assignments that require students to draw on material covered in one or more of the other linked courses supplemented by a peer preceptor who coordinates student attendance and discussion at relevant campus events, or a capstone course in which students submit a portfolio and explain the relative contributions of the artifacts contained therein that represent the knowledge and proficiencies attained at various points during their program of study.

Opportunities to discover relevance of learning through real-world applications
Example: An internship, practicum or field placement that requires that students apply the knowledge and skills acquired during their program of study, or supervisor mediated discussions among student workers that encourage students to reflect on and see the connections between their studies and experiences in the work setting.

Public demonstration of competence
Example: An oral presentation to classmates of the required capstone seminar product that is evaluated by a faculty member and/or an accomplished practitioner, or a narrative evaluation of an internship, practicum or field placement by the work setting supervisor and/or supervising faculty or staff member.

### Mapping HIPs and ES Special Emphasis Criteria
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<td>Focus: The course helps students better understand the diversity of human experience and is committed to encouraging a consideration of the multiplicity of different worldviews</td>
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<td>Threshold Concepts: The course addresses threshold concepts: (i) the existence of cultural differences and the complexities of social identities; and (ii) that worldviews are constructed through our identities and cultures</td>
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<td>Significant investment of time and effort by students over an extended period</td>
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## Mapping HIPs and ES Special Emphasis Criteria
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### Eight Key Elements

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<td>Periodic, structured opportunities to reflect and integrate learning</td>
<td>Students will have defined opportunities to practice metacognition – and to understand themselves as existing within ideology and systems of oppression and privilege</td>
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<td>Interactions with faculty and peers about substantive matters</td>
<td>Threshold Concepts: (i) privilege and oppression are part of larger social institutions and systems; and (ii) ideologies represent the values and interests of a particular group and they are the fundamental means through which systems of privilege and oppression are organized</td>
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<td>Opportunities to discover relevance of learning through real-world applications</td>
<td>The class examines real-world consequences of differing worldviews by giving students tools to analyze social inequities</td>
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<td>Performance expectations set at appropriately high levels</td>
<td>Must be at the 200-level or higher</td>
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UND Inclusive Excellence & HIPs Data & Resources Overview

1. National Survey of Student Engagement (NSSE) 2017
   a. UND Webpage
      http://www1.und.edu/research/institutional-research/surveys/2017-nsse.cfm
   b. NSSE Snapshot
   c. NSSE Topical Module Report on Inclusiveness & Engagement with Diversity

2. Education Advisory Board (EAB) 2018 – Student Experience Survey
   a. UND Webpage
      http://www1.und.edu/student-affairs/division/index.cfm
   b. EAB Quick Takes
   c. EAB Campus Climate UND Data Report

3. ES Program Assessment Data 2016
   a. UND Website
      https://und.edu/academics/essential-studies/assessment.html
   b. Diversity Scoring Session, May 2016
      https://und.edu/academics/essential-studies/_files/docs/diversitysummaryreportmay16.pdf
   c. ES Rubrics for Learning Goals – AAC&U VALUE Rubrics

4. HIPs Rubrics/Taxonomies – UND tailored 2017-18
   a. ES 2020 Website
   b. UND HIPs Taxonomies
   c. Goal 1 (One UND) Report on HIPs Taxonomies Development

5. Article on HIPs in practice (2017)
   a. “HIPs at Ten” by George Kuh, Ken O’Donnell, & Carol Geary Schneider
      https://doi.org/10.1080/00091383.2017.1366805

6. UND HIPs Coordinators, by college
   VPAA – Karyn Plumm
   A&S – Ryan Zerr
   BPA – Brian Urlacher
   EHD – Gail Ingwalson
   JDO – Elizabeth Bjerke
   NPD – Joni Tweeten
   SEM – Baily Bubach
   SMHS – Kenneth Ruit