

**TEACHING TRANSFORMATION AND
DEVELOPMENT ACADEMY**



2021 FALL BOOK READ

**DIVERSITY'S PROMISE FOR HIGHER
EDUCATION: MAKING IT WORK**

by Daryl G. Smith

COMPANION GUIDE

FALL 2021 BOOK STUDY FACILITATORS AND SCHEDULE



| | |
|--------------------------------|-------------------------|
| Cindy Juntunen | Mondays 9-10 AM |
| Beth Bjerke | Mondays 10-11 AM |
| Caroline Campbell | Mondays 11 AM-12 PM |
| Liz Legerski | Mondays 1-2 PM |
| Andrea Guthridge | Tuesdays 9-10 AM |
| Meloney Linder | Tuesdays 12-1 PM |
| Daphne Pedersen | Tuesdays 3-4 PM |
| Danielle Masursky | Tuesdays 4-5 PM |
| Anna Kinney | Wednesdays 10-11 AM |
| Stacey Borboa-Peterson | Wednesdays 1-2 PM |
| Anne Haskins + Mindy Staveteig | Wednesdays 1:30-2:30 PM |
| Jenny Reichart | Wednesdays 2-3 PM |
| Julia Ernst | Thursdays 10-11 AM |
| Wendelin Hume | Thursdays 10-11 AM |
| Cynthia Prescott | Thursdays 2-3 PM |
| Becky Simmons | Fridays 10-11 AM |
| Jessica Zerr | Fridays 10:30-11:30 AM |
| Krista Lynn Minnotte | Fridays 3-4 PM |
| Mojdeh Mardani | Tuesdays 1-2 PM |

September 29, 2021: Book Read Kickoff and Book Distribution 2:30-4:00 PM Memorial Union Ballroom C

- **Week of October 11: Part I**
- **Week of October 25: Part II**
- **Week of November 8: Part III**
- **Week of November 29: Part IV**
- **December 8, 2021: Book Read Wrap Up – 3:00-4:30 PM O’Kelly 343**

A generous thank-you and note of appreciation to all our facilitators who have gifted their time to make this book read happen!

GOALS

1. What are you hoping to learn from this book?

2. What skills do you hope to improve through reading this book and taking part in this discussion?

PART I – THE DIVERSITY IMPERATIVE

1. Smith talks about whether the conflation of democracy and capitalism in the United States and around the world conflict with efforts to address inequity and attend to the social well-being of groups in society. What inequities are obvious to you?

2. The United States stands as perhaps the most racially and ethnically diverse country in the world. How do you think this leverages the US to do meaningful, impactful work to acknowledge disparities?

3. Studies show that companies with higher percentages of women in top leadership performed better financially and, significantly, that companies with the highest performance had greater percentages of women. What challenges have women likely faced in being recognized leaders?

4. Unconscious bias is deeply embedded in decision-making and can be present in anyone regardless of background. How does knowing this affect the way you think of your future work?

5. **What is identity? Which forms of identity matter, and under what conditions? Is it necessary or optional? How should one address identities that have been historically stigmatized?**

6. **Identity in institutions has many sources, takes multiple forms, is not comprehensive in capturing all characteristics of the institution and is very much shaped by context. Institutional patterns can be shaped by history, location, and mission. How does the institutional mission of your campus relate to identity?**

7. **What is new term or concept have you learned in this part of the book?**

Notes:

PART II: REFRAMING DIVERSITY

1. Diversity, like technology, introduces significant strategic opportunities to fulfill the mission of higher education and to serve institutional excellence. With technology, the challenges and changes keep coming while the institution must continue to function. How can we practice agility among an ever-changing institutional environment as it relates to diversity?

2. The change in curriculum and an increasing body of scholarship related to diversity, especially in ethnic studies and women's studies, represents an important shift from fifty years ago, when these topics were not visible, let alone acceptable as fields of scholarship. Is there more under-recognized curricula you hope to see supported institutionally in the next fifty years?

3. Culture and mission are related, but not the same. There is increasing work in the higher education literature on the important role that culture plays in an institution – in how the institution is perceived, its style and brand, who is attracted to it and who succeeds in it. Leadership and change can be dramatically affected by institutional culture. What other factors influence institutional culture?

4. A sense of urgency is emerging about the need to build the capacity of all members of the wider campus community to engage in difficult conversations and to build faculty capacity to have difficult dialogues in the context of the classroom. Succeeding in this effort will have an impact on the capacity of campus to engage diversity both internally and externally in the community. How can you support this idea in your professional role and encourage student, staff and faculty engagement in the community?

5. Higher education today reflects significant growth over the past fifty years in terms of both enrollments and institutions. How should we interpret the growth of diversity in enrollments and institutions within systems still tied to tradition?

6. Access to college has long been associated with equity issues and the future of society. What can we as individuals do to support more equitable opportunities for future students?

7. What is a new term or concept you learned in this part of the book?

Notes:

PART III: BUILDING CAPACITY BY INTERRUPTING THE USUAL

1. The absence of institutional diversity places pressure on the faculty from underrepresented groups to function as super mentors and advisors and makes the lack of access to the field extremely apparent. If students never see a minority as a physicist, it is less likely that minority students will see themselves as a physicist. How do we address this reality?

2. Which mini-case studies stood out to you? Why?

3. Smith states that it is critically important to clarify the roles faculty play in higher education, why faculty are hired, and why having a diverse faculty is significant. How does this relate to staff and administration hires as well?

4. Building intergroup capacity is not just for undergraduate students. In staff meetings, office interactions, faculty meetings, strategic-planning committees, and all the other myriad groups and interactions that occur on a college campus paying attention to these issues and opportunities is important for building capacity to develop healthy intergroup and intragroup relations. How can you implement this in the everyday work you do?

5. Avoiding conflict, while it is oftentimes appealing is rarely effective. At the same time, allowing conflict to develop without intervention can often strengthen notions that diversity is divisive. How can you build community while addressing conflict?

6. Research suggests that cooperative learning is a pedagogical strategy that fosters student success. How can institutional culture support this approach? What are the implications of this for non-classroom work on campus?

7. What is a new term or concept you learned in this part of the book?

Notes:

PART IV: WHAT WILL IT TAKE?

1. The diversity discourse becomes central when questions are asked not only about student access and success in the aggregate, but about student access and success disaggregated. How does knowing that resonate in the work you do?

2. Current research on institutional change, effectiveness, and diversity suggests that organizational learning has the potential to increase a campus's capacity to evaluate the effectiveness of its diversity work in making progress toward its institutional goals. How can this idea be used in our everyday life and goal-setting?

3. Even though organizational learning focuses on institutional-level change, individuals and teams of individuals do the work. How will what you have read be implemented in your current position and contribute to doing the work of DEI (diversity, equity, and inclusion) moving forward?

4. Smith talks about a three-pronged process for monitoring progress in engaging diversity on campus. How do you envision a similar model at UND?

5. Smith describes dimensions in the diversity framework as well as the kind of indicators that might be associated with those dimensions. What may be some potential challenges with these indicators? How can we as an institution overcome them?

6. Several themes around reframing diversity have emerged throughout the book. Which stood out to you and for what reasons?

7. What is a new term or concept you learned in this part of the book?

Notes: