

HIGH-IMPACT DIVERSITY/GLOBAL LEARNING @UND

The University of North Dakota is committed to becoming a more inclusive institution and a place where students, faculty, and staff from diverse backgrounds and perspectives feel welcome and supported to succeed. To demonstrate that commitment, the university is developing and emphasizing existing courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These courses, programs and experiences — which may address U.S. diversity, world cultures, or both—often explore differences centered on race, ethnicity, religion, gender, sexuality, class and ability as they intersect. Such learning calls for students to think about their own positioning in relation to societal structures and to continuing struggles around the globe for human rights, freedom, and power. Frequently, this work is augmented by experiential learning in the community and/or by study abroad.

To qualify as a high-impact diversity/global learning experience, **five of the following six key elements must be present.**

Key Elements	Required?	Expected Features	Illustrative Examples
Significant investment of time and effort by students over an extended period of time in developing cultural competence	Yes	The development of cultural competence is evidenced in the ability of students to acquire targeted knowledge, skills and attitudes that lead to visible behavior and communication that are both effective and appropriate in cultural interactions and analysis.	<p>Sustained and demonstrated engagement in campus affinity and cultural organizations (Third Wave, the Ten Percent Society, Black Students Organization, the Organization for Latino Americans, etc.) and/or events (Clothes Line Project, Interfaith Week, Time Out Week, Feast of Nations, etc.).</p> <p>Becoming an International Peer Mentor, which entails developing a mentor/mentee relationship with a new international student and checking in with that student at least two times per semester until the mentor graduates.</p> <p>A significant class project focused on cultural competence requiring research and revision.</p>
Interactions with faculty and peers about substantive matters related to diversity, culture and/or global learning	Yes	Dialogues, discussions and other interactions allowing for thoughtful and thought-provoking consideration of diversity of cultures and global learning; these interactions should result in the ability to articulate these differences appropriately in a variety of situations.	<p>Participation in a semester long COIL (Collaborative Online International Learning) course.</p> <p>Substantive in-class and/or digital discussions of relevant materials, events (possibly attended as a group), or experiences, such as presentation at the International Studies Research Forum.</p> <p>Group projects and experiential learning such as the Model Arab League, Teach-Ins, Pop-Up Courses, Buzz Sessions, etc.</p>
Experiences with diversity, wherein students are exposed to and must contend with differing and unfamiliar viewpoints, people and/or circumstances	Yes	These experiences are appropriately framed to enable productive and constructive learning.	<p>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) or study abroad, coupled with reflective journaling about the experience.</p> <p>Engagement with and analysis of diverse experiences through readings (creative nonfiction, theoretical articles, scholarly research, historical) or artistic representations (literature, art, drama, film).</p> <p>Attending and engaging with appropriate events such as Time-Out Week, panels sponsored by the Center for Human Rights and Genocide Studies, culture nights, the Clothesline Project, and so on.</p>

Frequent, timely, and constructive feedback that promotes cultural competence	Yes	Over the period of time students work on a task, there should be at least 4 incidents of substantive, constructive feedback.	Academic feedback given in the context of the Go Global Academy, a two year-long weekly experience that is faculty led. Peer and/or faculty responses to writings or guided discussion. Guided analysis, perhaps facilitated through models/rubrics, using relevant terminology, approaches, and concepts.
Periodic, structured reflection and integration	Yes	This engagement should result in thoughtful reflection on the experience(s) in the form of journal entries, blogs, oral presentations, creative works, or other modes of expression.	A portfolio collected across the college experience that includes a reflective piece. Personal response writings addressing relevant readings or experiences that reflect on topics like power structures, identity, self-positioning, ideological frameworks, etc. Analysis of educational, cultural, and/or institutional structures, norms, and experiences.
Opportunities to discover relevance of learning to real-world applications	Yes	An intentionality evident in framing student learning such that students can articulate the real-world relevant and meaning of that learning.	Participation in study abroad, international internships, national student exchange or similar experiences with a targeted self-reflection component. Activism or volunteering with New Americans through the Global Friends Coalition, or other appropriate community groups. Informed analysis of popular culture, media, case studies, and/or events. Reflection on personal experiences and cultural contexts, including family, employment, education.

Two additional HIPs elements (“Performance expectations set at appropriately high levels” and “Public demonstration of competence”) are encouraged but not categorized as essential.

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