



# DIVERSITY MAPPING DATA PORTRAIT

Conducted by



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# Introduction, Purpose & Method

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In AY 2014-2015, Halualani & Associates, a diversity strategy and analytics firm for higher educational institutions, engaged in a “diversity mapping process” for Minnesota State University Moorhead through which a baseline of diversity efforts, progress, and curricular components could be established so as to ascertain future needs and directions.

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*\*Please note that graphic representations of the data may be affected by common rounding error. All raw data calculations have been verified in our analysis.*

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# Diversity Mapping

Halualani & Associates created “diversity mapping,” or a reflexive practice of identifying where a university is with regard to establishing a deeply embedded campus structure grounded in diversity in terms of values, principles, objectives and goals, outcomes and resource allocations (Halualani, Haiker, & Lancaster, 2010; see Hurtado & Halualani, 2014).<sup>1</sup> This process involves “taking stock of current diversity efforts and then analyzing such mappings to identify the current status of inclusive excellence at that institution” (p. 127). We highlight our diversity mapping’s valuable utility for locating a higher education institution’s actual (and not projected) engagement with and implementation of diversity efforts. It is important to note that this process is more than just a listing or diagrammatic exercise; instead, it stands as a meaningful practice of inquiry through which singular information pieces about diversity, which typically exist in isolation and in campus silos, are placed into a larger, holistic portrait that organizes and frames the information in relation to one another, thereby providing a comprehensive view of diversity from a structural and thematic level. Diversity mapping can provide a sense of where the institution has been, where it currently is, and how it has operationalized diversity and inclusive excellence, in both intentional and unintentional ways.

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## Diversity Mapping in Extant Higher Education Research: Creating a Culture of Inquiry About Diversity

Diversity scholars and chief diversity officers argue that higher education institutions should view diversity in terms of a larger and multidimensional construct. For example, Hurtado, Carter and Kardia (1998) and Hurtado, Milem, Clayton-Pederson and Allen (1999a) identify several important internal and external factors to a university that should be considered when examining campus climate and diversity environments.<sup>2</sup> These factors include the following: compositional or structural diversity, the psychological dimension of the climate, the behavioral dimension of the climate, and an institution’s history and legacy of inclusion or exclusion (Hurtado, Carter, & Kardia, 1998; Hurtado, Milem, Clayton-Pedersen, & Allen, 1999a, 1999b).<sup>3</sup> As an extension of this framework, Milem, Chang and Antonio (2005) highlight the significance of institutional structures, such as curriculum, policies and resources, in shaping a campus environment that embraces differently situated student populations and engages diversity as an educational outcome.<sup>4</sup>

Hurtado, Griffin, Arellano and Cuellar (2008) discuss the extent to which these internal and external factors are assessed by institutions to gauge the level of university commitment and the range of actions taken (along with the measured impacts) with regard to infusing inclusive excellence, fostering a positive campus climate and responding to the needs of differently positioned student groups. This kind of climate assessment typically occurs through statistical data, survey instruments and qualitative interviews to assess student 'presence', outcomes, student perceptions and experiences. However, little has been done to document an institution's full range of in-operation norms, practices, policies, efforts and curricula around diversity as a measure of the university's conceptualization, operation and actualization of diversity and inclusive excellence. What a higher education institution is actually doing by way of diversity (in all of its forms) needs to be examined in relation to the perceptions and experiences of diversity to balance the objective and subjective dimensions of a diversity climate.

Hurtado, Griffin, Arellano, & Cuellar (2008) make the case that "campuses committed to 'inclusive excellence' have now determined that a good understanding of the climate should be the first step in campus-wide planning, as well as intentional educational activity inside and outside of the classroom" (p. 29). Thus, "diversity mapping" represents a much needed first step for a campus taking meaningful and intentional action to carry out a diversity educational mission.<sup>5</sup>

<sup>1</sup> Halualani, R.T., Haiker, H.L., & Lancaster, C.M. (2010). Mapping diversity efforts as inquiry. *Journal of Higher Education Policy and Management*, 32 (2), 127-136; Hurtado, S., & Halualani, R.T. (2014). Diversity assessment, accountability, and action: Going beyond the numbers. *Diversity & Democracy*, 17 (4).

<sup>2</sup> Hurtado, S., Carter, D.F., & Kardia, D. (1998). The climate for diversity: Key issues for institutional self study. *New Directions for Institutional Research*, 98, 53-63; Hurtado, S., Milem, J.F., Clayton-Pedersen, A., & Allen, W.R. (1998). Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. *The Review of Higher Education*, 21 (3), 279-302.

<sup>3</sup> Hurtado, S., Carter, D.F., & Kardia, D. (1998). The climate for diversity: Key issues for institutional self study. *New Directions for Institutional Research*, 98, 53-63; Hurtado, S., Milem, J.F., Clayton-Pedersen, A., & Allen, W.R. (1999a). Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. *The Review of Higher Education*, 21 (3), 279-302;

<sup>4</sup> Hurtado, S., Milem, J.F., Clayton-Pedersen, A., & Allen, W.R. (1999b). Enacting diverse learning environments: Improving the campus climate for racial/ethnic diversity. ASHE/ERIC Higher Education Reports Series.

<sup>5</sup> Milem, J., Chang, M., & Antonio, A. (2005). Making diversity work on campus: A research based perspective. Washington, DC: Association of American Colleges and Universities.

# Purpose and Goals for Minnesota State University Moorhead

**Given the context established above, the objectives for this diversity mapping project were to:**

- Trace all diversity efforts, programs, courses, curricular components, and resource allocations (from January 1, 2010 through March 1, 2015);
- Examine all diversity efforts, programs, courses, and curricular components through analytical layers;
- Delineate the ACTUAL (not projected or remembered) activities engaged in by Minnesota State University Moorhead;
- Establish the baseline for where Minnesota State University Moorhead is with regard to implementing major diversity efforts across all levels (top-down, bottom-up, and across) and divisions (academic to student to community affairs) at the institution and for all campus constituencies (undergraduate/graduate students, staff, faculty, managers and administrators, community members). This baseline will be used to identify and measure progress via Minnesota State University Moorhead and future diversity strategies.
- Identify strengths, “leverage points” or current resources, empty zones, and “opportunities” or needed areas of improvement;
- Identify potential coordination efforts;
- Recommend possible pathways and strategies for action and implementation and next steps.

**Our goal was to create the following diversity maps for Minnesota State University Moorhead:**

- Diversity Efforts By Unit Map
- Diversity Efforts By Theme Map
- Undergraduate (UG) Diversity Courses Map
- Graduate (GR) Diversity Courses Map
- LASC (GE) Diversity Courses Map
- Undergraduate (UG) Diversity Courses By Primary Definition of Culture Map
- Graduate (GR) Diversity Courses By Primary Definition of Culture Map
- LASC (GE) Diversity Courses By Primary Definition of Culture Map

# Methodology

Our Halualani & Associates team set out to first collect data from all campus divisions about current diversity efforts and then graphically map the data in a visual representation/mapping software program. The process later culminated in an in-depth analysis of the diversity data in terms of the institution's level of commitment and action around diversity, leading to targeted diversity planning.

### Data collection method

Halualani and Associates collected information about current diversity efforts and programs at Minnesota State University Moorhead. For definitive purposes, our team broadly referred to diversity effort as "any activity or program that promotes the active appreciation of all campus members in terms of their backgrounds, identities and experiences, as constituted by gender, socioeconomic class, political perspective, age, race, ethnicity, religion, sexual orientation, disability, regional origin, nationality, occupation and language, among others, as well as any activity or program that brings together any of these aspects." We specifically cast our "net" wide so as to identify as many possible diversity-related activities and efforts as possible. Because Minnesota State University Moorhead's focus is to "foster an environment that encourages students to become versatile, thoughtful, innovative, and engaged leaders who contribute to their professions and their communities," we were attuned to reading "diversity" through the lenses of these concepts. We understand that the inflection of "diversity" is unique at each individual campus.

### Info/data collected from campus divisions:

Information about diversity efforts was collected in the following ways. First, we conducted an electronic search (web scraping, search engine optimization) of over 200 campus website links related to "diversity," "inclusion," "culture," "cross-cultural," "inclusive excellence," "race/ethnicity," "identity," "gender," "difference," "sexual orientation/disabilities/language/religion/nationality/region/age/generation/socioeconomic class," "veteran status," "intersectionalities," "intercultural," and "international/global." Halualani & Associates team members then extracted this Web information and inserted it into a spreadsheet program (Numbers).

Second, all campus divisions at Minnesota State University Moorhead were invited to submit specific information about their current diversity efforts and documentation. We specified that such diversity efforts should have been in effect within the last four years. Just from our data collection process, we could tell that Minnesota State University Moorhead was committed to engaging in this type of diversity and inclusion work given the high number of document submissions (over 500).

The data collection method took place over a period of 6 months. Every division and campus program submitted key information. In the first screening of such submitted data, our team then identified any gaps or missing additional information from specific corners of the campus and sent out

a specific email request for this information in collaboration with Donna Brown, Chief Diversity Officer. We also had a one-month revision period through which campus members and units could submit additional information and correct any areas of our maps. We received 25 new pieces of evidence in the revision phase.

## **Program/effort inventory**

For our program/effort inventory, we employed specific strategies in which we collected, consolidated, and recorded data about diversity efforts and programs at Minnesota State University Moorhead. The collected data was synthesized through a process by which team members worked together to enter data into a spreadsheet that utilized specific columns to track key aspects of the programs and efforts. These data columns also simultaneously filtered such information through twenty three (23) major analytical layers.

### ***These analytical layers are as follows:***

- Year of Effort
- Level of Focus: Primary or Partial Diversity Effort
- Division/Departmental Location
- Level of Integration: Connections & Linkages Among Divisions
- Type/Theme of Diversity Effort
- Change Order: 1st to 2nd to 3rd to 4th Order Items
- Innovation Score
- Type of Diversity Represented
- Motivational Source
- Target Population

- Initiation/Driver Point: University-Wide or Program-Driven
- Topical Focus: Mainstream or Specific Group-Focused
- Effort Function Taxonomy 1
- Effort Function Taxonomy 2
- Diversity Engagement/Learning Taxonomy Assessment (DELTA): Based on 7 levels of diversity engagement and learning
- Recurring Events
- Student Stage: Class Level of Targeted Student Population
- Definitions of Diversity in Efforts
- Type of Discourse Around Diversity
- Specific Questions About Diversity That The Campus Is Exploring
- Prospective Reach Scope: How Many People Were Likely Impacted?
- Enduring Factor Level: Time Frame/Sustainability of Effort
- Collaborators

## **Curricular Inventory**

For our curricular inventory, we identified diversity-focused courses as constituting a key component of the campus efforts toward promoting the appreciation of diverse backgrounds and viewpoints. Thus, it was important to begin tracking the various courses and curricular components across specific disciplines in both the undergraduate and graduate course offerings at

Minnesota State University Moorhead. Given the mission of Minnesota State University Moorhead to “foster an environment that encourages students to become versatile, thoughtful, innovative, and engaged leaders who contribute to their professions and their communities,” we were particularly interested in how different academic programs approached and incorporated diversity within their curricula. For our inventory, we defined a diversity-related course as one that “focuses on issues and topics related to various cultural groups, backgrounds, identities and experiences, and/or promotes the larger importance of diversity, difference or cultural sharing for the public.”

In order to make an accurate accounting of these courses, we performed a detailed qualitative content analysis of all university competencies, program learning outcomes, course learning objectives and outcomes, course descriptions, syllabi content, and submitted assignments and outcomes.

We combed through these aforementioned curricular elements looking for course titles and course descriptions containing the terms “culture,” “diverse,” “diversity,” “multicultural/ism,” “global,” “difference,” “identity,” “cultural competency,” “underserved,” “historically underrepresented,” “race/ethnicity,” “gender,” “sexual orientation,” “socioeconomic class,” “religion,” “nation/nationality,” “language,” “political perspective/ideology,” “disabilities,” “veterans,” “age/generation,” “intersectionalities,” and variations of those words. The labels – “primary,” “partial,” and “integrated” – were used to classify the level of emphasis on diversity in courses and curricular components at the university. A “primary” course on diversity referred to a curricular offering that had a primary focus on diversity issues, topics, perspectives and/or principles, whereas a “partial” course on diversity referred to a curricular offering that had a minor focus on diversity issues, topics, perspectives and/or principles. An “integrated” course on diversity closes ties ALL subject matter on a continual basis in that course to various

aspects of culture and diversity. An institution needs to evaluate the focus and range of content in diversity-related courses. This is in order to indicate if diversity is merely window dressing, a temporary bus stop for one week out of the semester, a passing reference, or an integrated theme that cuts across all topics and subject matter in a course (as a competency focus and objective with a designated learning outcome for students).

Once we identified a curricular component as having some focus on diversity, an entry was made on a spreadsheet. In the spreadsheet, the entries were examined via data columns through thirteen (13) major analytical layers.

***These analytical layers are as follows:***

- Course Student Level
- Course Description
- Level of Focus: Primary, Partial, Integrated Diversity-Related Course
- College/Division/Departmental Location
- Course Type: The Kind of Course (Core Competency/Skills Course, Disciplinary Content Applied to a Cultural Context Course, First Year Seminar, Language Instruction Course, Area Studies Content Course, Ethnic Studies Content Course, Cultural Appreciation Course, Global/International Focused Course, Study Abroad, Service Learning Course)
  - Cultural Focus: 2 or More Cultures; Singular Culture/Identity, Comparison of Cultures, Intersectionalities)
  - Spread of Culture: International/Global, Domestic
  - Temporality of Culture: Contemporary, Historical
  - Cultural Specificity: Culture-General or Culture-Specific



- Definition(s) of Diversity in Courses
- Diversity Engagement/Learning Taxonomy Assessment (DELTA): Based on 7 levels of diversity engagement and learning
- Critical or Power-Based Approach
- Student Stage: Class Level of Targeted Student Population

Lastly, we conducted a schedule analysis of the last two (2) years of course offerings in relation to our coded diversity-related courses in order to identify the exposure potential of students to courses in terms of how often such courses were offered and in how many sections at Minnesota State University Moorhead.

## **Moving from inventories to visual mappings**

The next stage required the smooth transition from data entry and compilation into a spreadsheet to the actual visual mapping of the data using Concept Draw™ software by ConceptDraw®, a brainstorming software for organizations.

### **Graphical/visual mapping via ConceptDraw**

#### ***Mapping diversity-related courses***

Six (6) maps showcased the current range of Minnesota State University Moorhead's course offerings on diversity (two for undergraduate (UG) courses, two for LASC (GE) courses, and two for graduate (GR) courses. The courses were color coded and numerically labeled based upon the aforementioned analytical layers.

#### ***Mapping diversity efforts and programs***

Two (2) maps were created to represent Minnesota State University Moorhead's diversity efforts: "Diversity Efforts By

Unit" and "Diversity Efforts By Theme." For each diversity effort, a distinction based upon the available descriptions we gathered was made between primary, partial, and integrated diversity efforts.

We defined a "primary" diversity effort as one that had diversity – the promotion of and appreciation for diverse backgrounds, experiences, identities and perspectives, and/or the larger principles of inclusion and intercultural dialogue – as its major purpose and goal of operation. A "partial" diversity effort was designated as one that had a corollary, secondary and/or minor focus on diversity as defined above; meaning, the effort would exist even without the diversity aspect. An "integrated" diversity effort refers to one that had a diversity focus and function deeply embedded into an operational practice or activity. We then color-coded and numerically labeled the diversity efforts in terms of the aforementioned analytical layers.

### **Methodology for analyzing the mappings**

After all of the mappings were completed, the analysis stage of this process ensued. This involved the use of spreadsheet software (Excel, Numbers) as well as SPSS to perform statistical analyses. We also employed a qualitative coding software (NUDIST™; NVivo™, QDA Miner), which analyzes thematic patterns, and a manual coding schemata based on thematic domain and grounded theory frameworks (see Halualani, 2008).<sup>6</sup>

# Minnesota State University Moorhead's Data Narrative

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Our diversity mapping analytics at Halualani & Associates has identified the following core data narrative, or story about how Minnesota State University Moorhead is engaging diversity in terms of its recent actions and curricula. This data narrative features the key highlights of our diversity mapping findings.

*\*Please note that graphic representations of the data may be affected by common rounding error. All raw data calculations have been verified in our analysis.*

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# Doing the “Work” of Diversity

Higher educational institutions typically approach diversity in a few key ways. Colleges and universities most often approach diversity in terms of the compositional makeup of the student body and the degree to which specific racial/ethnic/gender groups are represented on campus. Other institutions connect this focus on representation to the theme of “historical underrepresentation,” or the inclusion of specific racial/ethnic/gender groups that have been historically excluded from and marginalized by educational arenas of society in terms of access to quality education and educational success pathways. Today’s colleges and universities have recently embraced a focus on the graduation and retention of marginalized groups of students on their campuses by tracking completion rates and investing in student success interventions (for e.g., first year cohort programs, academic excellence boot camps for first generation, low-income, and students of color).

While these aforementioned approaches are important to higher education in tracking institutions’ work on

inclusion, access, and service to diverse groups, a primary focus on “filling numbers” and “bumping up graduation rates” is not enough (Bensimon, 2004; Williams & Clowney, 2007).<sup>1</sup> That is, it is not enough to focus on compositional features of diversity WITHOUT proactively

*...it is not enough to focus on compositional features of diversity WITHOUT proactively creating a campus infrastructure and environment that cultivates diversity appreciation, learning and development, and responds to historical societal injustices...*

creating a campus infrastructure and environment that cultivates diversity appreciation, learning and development, and responds to historical societal injustices related to difference that campus members encounter.

As a counterpoint, Halualani & Associates examine the degree to which higher educational institutions meaningfully, comprehensively, and strategically engage diversity across all levels of a university so that all members (students, staff, faculty, administrators, alumni) thrive, feel valued, and attain personal and professional success and fulfillment. We especially look at ways in which colleges and universities employ diversity as an educational resource and knowledge domain for students and as a central ingredient for their academic success. Our firm also highlights the extent to which universities engage, confront, and dismantle historical societal injustices that have filtered into and embedded the higher educational landscape. **Taken together, these foci constitute the real work of “diversity.”**

# Is Minnesota State University Moorhead (MSUM) Making “Diversity” Happen?

**Yes, Minnesota State University Moorhead (hereafter MSUM) is making “diversity” happen but not to the fullest extent.**

- For example, our analysis found that MSUM has completed 191 diversity-related efforts in the period under review (January 1st, 2010 through March 1, 2015).
- Indeed, when MSUM engaged in diversity-related efforts, the large majority (87%, 167) of these efforts were primary focused, or centrally designed to serve the purpose of promoting diversity at MSUM. Thus, there appears to be a significant level of commitment to diversity at MSUM.
- All divisions at MSUM are “on deck” or participating in diversity-related efforts (and in terms of collaborative efforts on diversity). However, the two “heavy lifters” are Enrollment Management & Student Affairs (72%,

138) and Academic Affairs (16%, 30). It should be noted that Enrollment Management & Student Affairs significantly carries the “diversity load” for MSUM. Moreover, the majority of efforts driven by these divisions are also primarily focused on diversity.

*... there is little alignment among MSUM’s divisions in terms of a larger strategic diversity framework that stands as its end goal.*

- In terms of Halualani & Associates’ diversity change order sequence, MSUM is clearly situated in an action stage (94%, 180 in 2nd order stage). This means that MSUM is enacting (moving on) their commitment to diversity. However, it is not clear what MSUM is moving towards in terms of their diversity-related intentions and aspirations. Thus, a diversity-related strategic plan with

a framework of goals is absolutely needed.

- While all divisions are participating in 2nd order actions (with Enrollment Management and Student Affairs as the clear leader), there is little alignment among MSUM’s divisions in terms of a larger strategic diversity framework that stands as its end goal.
- Though three divisions (Enrollment Management & Student Affairs, Office of the President, Human Resources) have contributed 1st order actions or more specifically, mission statements related to diversity, these mission statements frame diversity either in general terms or policies/protections and not as a strategic focus. 83% of the mission statements highlight diversity in general and vague terms (naming the importance of diversity but not in terms of any meaningful dimensions, relationships, or directions of diversity). However,

17% of the mission statements frame diversity specifically in terms of gender. 90% (5) of the mission statements were primarily focused on diversity while 10% (1) are partially focused on diversity. But, again, these extant mission statements do not provide enough of a strategic framework for MSUM's diversity future. Thus, MSUM needs a diversity strategic framework with explicit goals, aspirations, objectives, and end results.

or centrally designed around and for diversity.

- This data point reveals that there is no diversity strategic framework in place and that MSUM may be suffering from a classic case of “activity-itis” common to higher educational institutions or the notion that when a campus is putting on diversity-related events, activities, or programs (that are

needs to make decisions about the kinds of diversity efforts it wants to prioritize in the next few years and ideally, have those efforts align with a strategic framework

- Moreover, when considering the level of engagement on issues of diversity that occurs in the events or the highest percentaged theme of diversity efforts, we found that the majority of the mapped diversity-

***... there is no diversity strategic framework in place and that MSUM may be suffering from a classic case of “activity-itis”***

***... a significant portion of the diversity-related MSUM events focused on simply introducing or describing aspects of a diversity topic or issue.***

- To further this point, the top 4 types of diversity efforts that MSUM mostly engages in are events (29%, 56), student clubs/organizations (17%, 34), campus resources (10%, 19), and trainings/workshops (7%, 14), with the remaining efforts (37%) spread across 24 other types. (Keep in mind that these highest percentage diversity efforts are largely driven by Enrollment Management & Student Affairs.) Likewise, most of the main themes (events, campus resources, mission statements/directives, trainings/workshops, and clubs/organizations) are primarily focused

most often one-shot, temporary efforts), that it is making true diversity progress. So while over 100 diversity efforts have occurred at MSUM in the last four years, the question remains: What is MSUM moving towards? What does MSUM want to achieve by way of diversity and inclusive excellence? Who does it want to serve and in what ways? What kinds of efforts does MSUM want to focus on? Universities cannot do everything with limited fiscal resources and external pressures (tuition driven dependency, community and workforce needs). Thus, MSUM

related events were predominantly topping out at our DELTA (Diversity Engagement Learning Taxonomy Assessment) Taxonomy Level 1 - Knowledge Awareness (51%, 29) followed by DELTA Level 5 - Evaluation-Critique of Power Differences (26%, 15). This indicates that a significant portion of the diversity-related MSUM events focused on simply introducing or describing aspects of a diversity topic or issue. While 26% of the events focused on sustaining conversations around power issues, inequalities, privilege, and macro-structures related to diversity,

culture, and identity, we encourage MSUM to explore the extent to which engagement levels should be at the higher DELTA levels (5, 6, 7). Again, the higher engagement levels having to do with issues of power, privilege, social justice, social agency and action, and problem-solving were not maximized in those events. So, if MSUM is indeed an institution that prioritizes diversity and seeks to “foster an environment that encourages students to become versatile, thoughtful, innovative, and engaged leaders who contribute to their professions and their communities,” why are those aspects not fully engaged in the learning function of those efforts (and especially when those effort types - events - occur so much in relation to other effort types)?

- While all three of the top divisions (in terms of enacting the most diversity efforts) have efforts that represent active diversity, or ones that proactively develop and promote diversity and the appreciation of differences, only a

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small percentage (3%, 6) that derive from those same divisions, focus on social justice. By contrast, all of the top four divisions have created some efforts that focus on the inclusion of underrepresented and historically marginalized groups (at 36%, 69) and thus, inclusion stands as a dominant priority of MSUM.

***The target populations of MSUM’s diversity efforts are generalized as an “undifferentiated mass” or designated for “all.”***

- The target populations of MSUM’s diversity efforts are generalized as an “undifferentiated mass” or

designated for “all” (53%, 101). While this general embracing of the larger campus population serves a valuable inclusive function at MSUM, it also detracts from the need to create differentiated and customized efforts for different segments of the MSUM community, namely MSUM staff members. There are few existing diversity efforts designated only for staff members (1%, 1). Moreover, there are more diversity efforts for all students and undergraduate students (39%, 76) than for staff members. Given the gaps, there also need to be more customized efforts for MSUM faculty and graduate students.

- Indeed, most of the efforts in each effort function are aimed towards all students followed by all campus members. Employees and faculty members have smaller percentages of differentiated efforts targeted for them with staff having few differentiated efforts directed at them. Only the “Support” and “Develop” functions in terms of support services and diversity-related trainings and workshops seem to target the greater range of campus constituencies (all campus members, students, employees, faculty).

- In many of their diversity efforts, only Enrollment Management & Student Affairs and Academic Affairs articulate language and discourse that frames diversity in terms of a critical approach, or a focus on power differences and justice. However, it was unclear if that discourse was mirrored in action in the actual efforts themselves.
- There is limited guarantee of continued diversity action as the mapped diversity efforts are framed largely for the next 1-2 years (70%, 134). A multi-year (5 year) diversity strategic framework will ensure that a sustained momentum on diversity and inclusive excellence can be achieved.

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# Leverage Points for MSUM - What Are Your Diversity Strengths and Resources Now?

- The range of change order actions (1st order, 2nd order) are mostly framing diversity in broad-based and general terms. 83% of these efforts address “Race/Ethnicity,” “International/Global,” and “Gender.”
- Moreover, when MSUM frames diversity in its efforts as “Race/Ethnicity,” “International/Global,” and “Gender,” it is done so with a primary focus. In addition, certain types of themes focus on specific constructions of diversity more than others. For instance, student clubs/organizations mostly highlight “International/Global” (34%, 11), “Religion” (25%, 8), and “Race/Ethnicity” (16%, 5) more than other types of definitions of diversity. Diversity-related events at MSUM have also focused on “Race/Ethnicity” (50%, 28) and “Gender” (14%, 8).
- Though smaller in number, the efforts that represent social justice actions towards diversity frame diversity in

terms of “Race/Ethnicity” (67%, 4) and “Gender” (33%, 2). The efforts that represent active diversity and inclusion efforts engage diversity in more complex ways - specifically in terms of “Broad Culture/Diversity,” “Race/Ethnicity,” “Intersectionalities,” “Gender,” “Sexual Orientation,” “Religion,” and “International/Global.” MSUM should examine the nature of

***64% (368) of all diversity-related undergraduate courses are primary which means that the diversity content constitutes the dominant focus of a course.***

these efforts to see if these could be leveraged and elevated even more on campus.

- MSUM has engaged in diversity recruitment efforts aimed at different campus constituencies (especially employees and undergraduate students in general). We recommend

that MSUM focus their energies on differentiated recruitment efforts specifically for faculty, staff, and administrators. It will be worth the time to reexamine current recruitment efforts aimed at undergraduate and graduate students to see if all historically underrepresented groups are being sufficiently reached and addressed.

- One standout leverage point in place at the MSUM is its curricula (undergraduate, LASC, and graduate). However, there are a number of decision points about the role of diversity throughout its curricula that need to be broached (and are pointed out throughout this report).
- Approximately a quarter of MSUM’s undergraduate curriculum (25%, 572 courses) is diversity-related. 64% (368) of all diversity-related undergraduate courses are primary which means that the diversity content constitutes the dominant



focus of a course. Such a curriculum has the potential to maximize diversity learning engagement for its undergraduate students.

- However, the diversity-related undergraduate courses are located in mostly the 300 level courses which highlights the need for MSUM to strategize and life stage how diversity is engaged in the beginning stage levels or the 100 and 200 levels. We encourage a thoughtful conversation among MSUM faculty members about how diversity is discussed, theorized, approached, and interrogated across all course levels at MSUM. What are the specific learning goals and processes that you want MSUM students to experience in the first year on your campus and throughout each subsequent year and when they leave MSUM and transition on to their next stage of life? Are these goals and processes different if students transition from high schools or from community colleges? An important decision point stands here at this juncture.

- The diversity-related undergraduate courses frame “diversity” predominantly in terms of “Race/Ethnicity” (27%, 364) followed by

“Gender” (21%, 285). However, the most engaged framings of diversity on the higher DELTA Levels like Level 5 - Evaluation-Critique of Power Differences are on “Intersectionalities,” “Race/Ethnicity,” “Gender,” and “Socioeconomic Status.” This indicates that when MSUM hones in on specific aspects of diversity (and not just in terms of a broad, generalized framing) in your undergraduate courses, those courses

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reach the higher DELTA engagement levels. As a contrast, the majority of the courses that focus on “International/Global” dimensions of diversity are mostly located at the mid-range DELTA level (Level 4 - Advanced Analysis, 17% of that level).

- Interestingly enough, MSUM’s undergraduate curriculum features a balanced range of diversity framings

across the 100, 200, 300, and 400 class levels. (The numbers and percentages operate in parity with another across class levels.) Another conversation ought to take place about how diversity is engaged across the class levels and if there needs to be more emphasis on specific aspects of diversity or on framings that are absent (“Sexual Orientation,” “Political Ideology,” “Transgender”).

- As another positive leverage point, MSUM diversity-related undergraduate courses frame diversity as both contemporary and historical contexts. This is especially significant given that many campuses approach the international/global dimensions of diversity predominantly in terms of contemporary issues and urgencies. We found that there is historical contextualization of specific aspects of diversity (“International/Global,” “Broad Culture/Diversity,” “Gender,” “Socioeconomic Status,” and “Race/Ethnicity”) throughout the MSUM undergraduate curriculum. However, MSUM should launch an immediate curricular intervention to historically contextualize more of its courses that highlight all aspects of diversity such as “Race/Ethnicity,” “Gender”, and “Intersectionalities.”

- As another strength, 69% (226) of MSUM's General Education or LASC courses feature diversity-related courses. 66% (150) of these courses are primarily-related. Nine (9) LASC goal areas feature diversity-related content and thus, possess the potential to become more diversity-integrated in its curricular structure. These goal areas are: Written Communication, Critical Thinking, Natural Sciences, History & the Social & Behavioral Sciences, The Humanities & Fine Arts, Human Diversity, Global Perspective, Ethical and Civic Responsibility, and People and the Environment. However, the diversity-related LASC courses have a predominant international/global focus (53%, 119).

- The MSUM graduate diversity curriculum represents another key leverage point. Although 28% (156) of the graduate curriculum is diversity-related and these courses are predominantly partially-focused (78%, 122) on diversity (or using it as a secondary focus of a course - less than 50% of the course), MSUM graduate diversity-related courses reflect the potential to represent diversity integration. By diversity integration, we refer to the careful embedding of diversity content and perspectives into disciplinary subject

matter across a field of study. For example, the disciplines of Education, Social Work, Nursing, and Health Sciences have worked towards diversity integration for the last decade. We encourage MSUM to encourage graduate programs and departments to consider ways in which diversity can be meaningfully interspersed (and not through some general, non-descriptive way) throughout its core subject matter. When MSUM graduate courses focus on "practice" and "professions," diversity appeared to move closer to integrative curricular practices. It should be noted that while we see the potential here, many courses did not fully embed their material with diversity in a way that would satisfy the "integrated" litmus test.

- Our Schedule Analysis (through which we examine which diversity-related courses does MSUM offer as opposed to just have on "the books" in the last 2.5 years) showcases that MSUM offers a significant percentage of its already created diversity-related courses. Academic Affairs has offered 68% of its diversity-related undergraduate courses in the last 2.5 years and 46% of its diversity-related graduate courses during this time. Academic Affairs should be applauded for this offering pattern as

it stands as a high percentage in comparison to our other clients, especially in terms of its diversity-related undergraduate course offerings.

- MSUM offers more of its domestic-focused diversity graduate courses (ones that focus on U.S. dimensions of diversity and intersectionalities) than its undergraduate courses which is mostly internationally/globally-focused.

- MSUM students are offered more courses on "Broad Culture/Diversity" and "International/Global" than other aspects. But these students are NOT exposed to courses at the higher DELTA levels such as DELTA Level 5 - Evaluation-Critique of Power Differences.

- In the last 2.5 years, MSUM has provided 43,466 exposures (in terms of the number of seats per diversity-related section) to diversity-related undergraduate courses. Moreover, MSUM has provided 2,333 exposures to diversity-related graduate courses. Academic Affairs should continually assess how diversity is embedded into its courses and how regularly these courses are offered.

# Key Insights & Findings

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This section provides the main data findings for Minnesota State University Moorhead's diversity efforts.

*\*Please note that graphic representations of the data may be affected by common rounding error. All raw data calculations have been verified in our analysis.*

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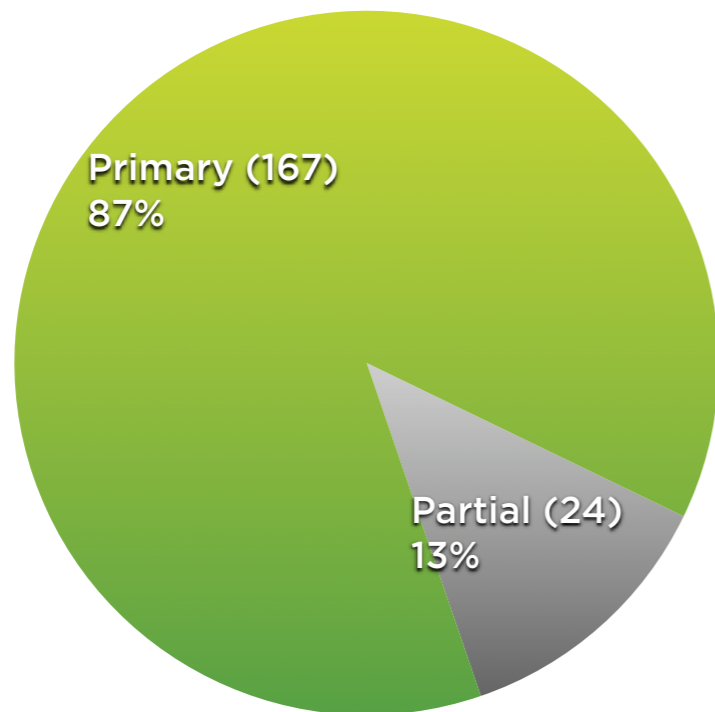
# Total Diversity Efforts & Their Levels of Focus

This measure provides a larger baseline against which to compare the number of division/unit efforts. Ultimately, the baseline draws a portrait of the level of contribution of each operating division at Minnesota State University Moorhead (hereafter MSUM) toward inclusive excellence and diversity.

- As of March 2015, there were 191 active diversity efforts at MSUM (not including the curricula).
- A total of 87% (167) of these active diversity efforts were deemed “primary,” whereas 13% (24) stood as “partial.”

- This item of analysis illustrated that a significant portion (over 3/4) of extant diversity efforts had a major emphasis on the appreciation of diverse backgrounds, identities and experiences (in terms of cultural groups). In addition, these efforts were driven by this very objective. In contrast, 13% of the diversity efforts had a secondary emphasis on the promotion or inclusion of various cultural groups and backgrounds. This latter percentage reveals that in a segment of MSUM’s diversity efforts, diversity is only a “part” of a larger effort. Some of these were deemed as mere “add ons” to a “business as usual” effort. MSUM should examine the extent to which these efforts focus enough on diversity in order to make a difference in terms of its diversity goals.

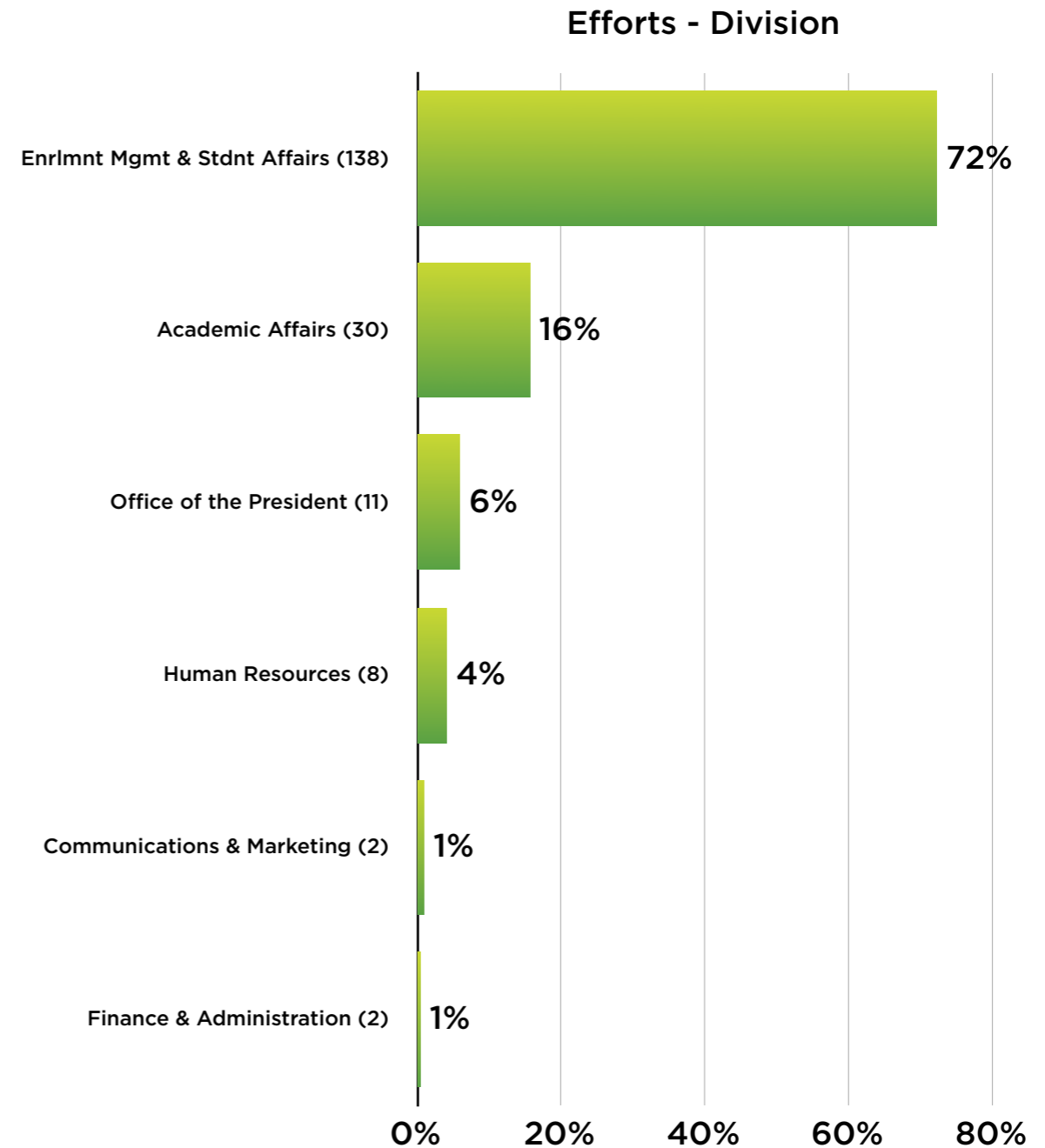
**Efforts’ Levels of Focus**



# Percentage of Diversity Efforts by Division

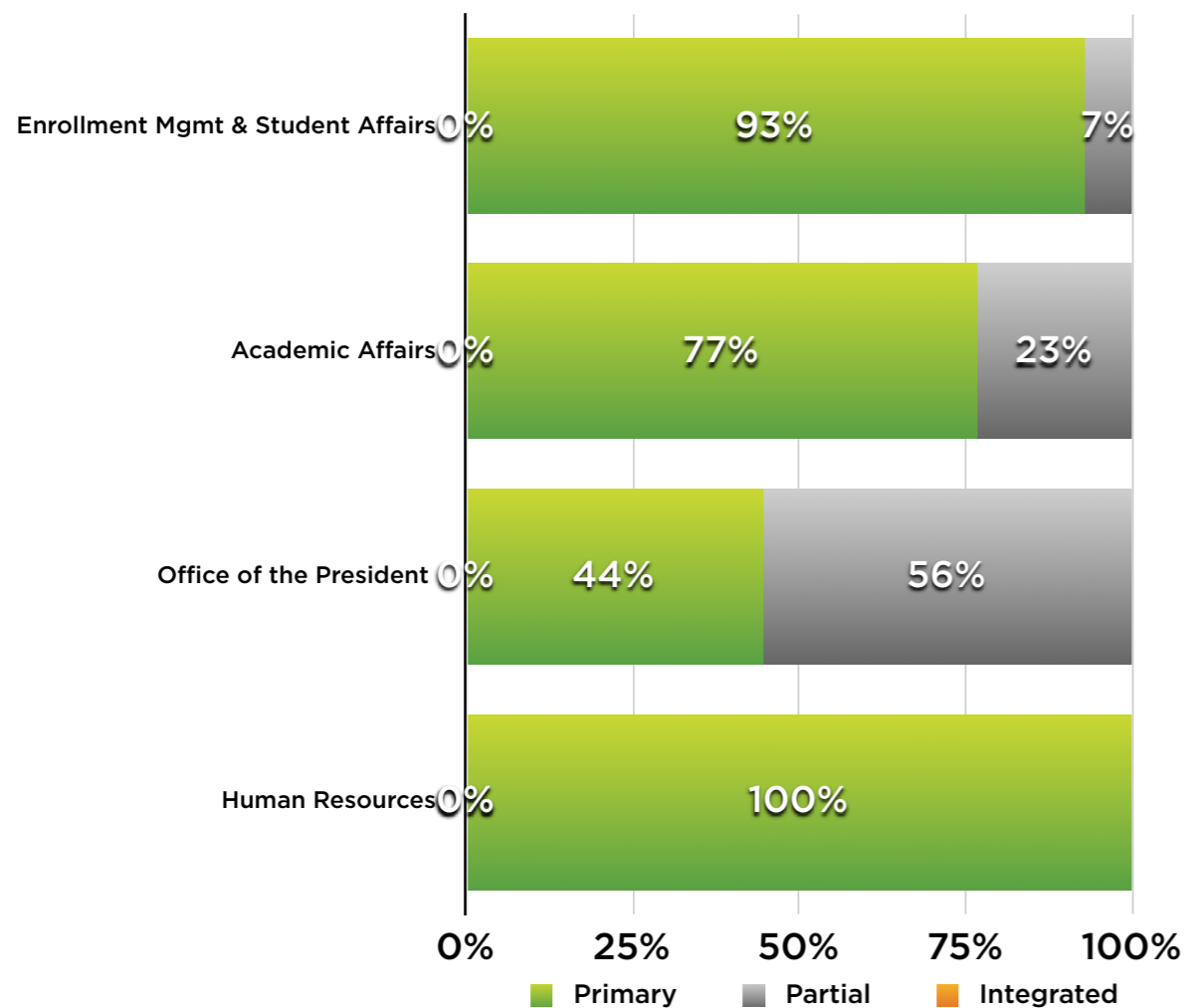
We calculated the percentage of diversity efforts in each major division and compared it to the overall baseline percentages. The visual mappings and accompanying spreadsheet inventory make this analytical step easy. This specific point of inquiry illustrates which divisions have infused diversity into its operations and how, and which have not.

- At MSUM, Enrollment Management & Student Affairs led 72% (138) of all diversity efforts offered on campus followed by Academic Affairs (16%, 30). Office of the President (6%, 11), Human Resources (4%, 8), Communications & Marketing (2%, 3), and Finance & Administration (1%, 2) also contributed diversity efforts. Few to no diversity efforts were University-Wide (or when all divisions and units are aligned on a diversity strategic goal and work in cooperation with one another).



- In positive fashion, the major divisions (Enrollment Management & Student Affairs, Academic Affairs, Human Resources) that contribute the most to diversity efforts on our campus had a majority of their efforts classified as “primary” diversity programs. Thus, the focus of the ones they did have were principally and explicitly emphasizing the mission of diversity and inclusion. Office of the President had more partial efforts in relation to diversity. Such a finding indicates that perhaps a more strategic focus on diversity needs to be implemented. Ultimately, most of the divisions/units at MSUM had at least one to two major efforts on diversity.

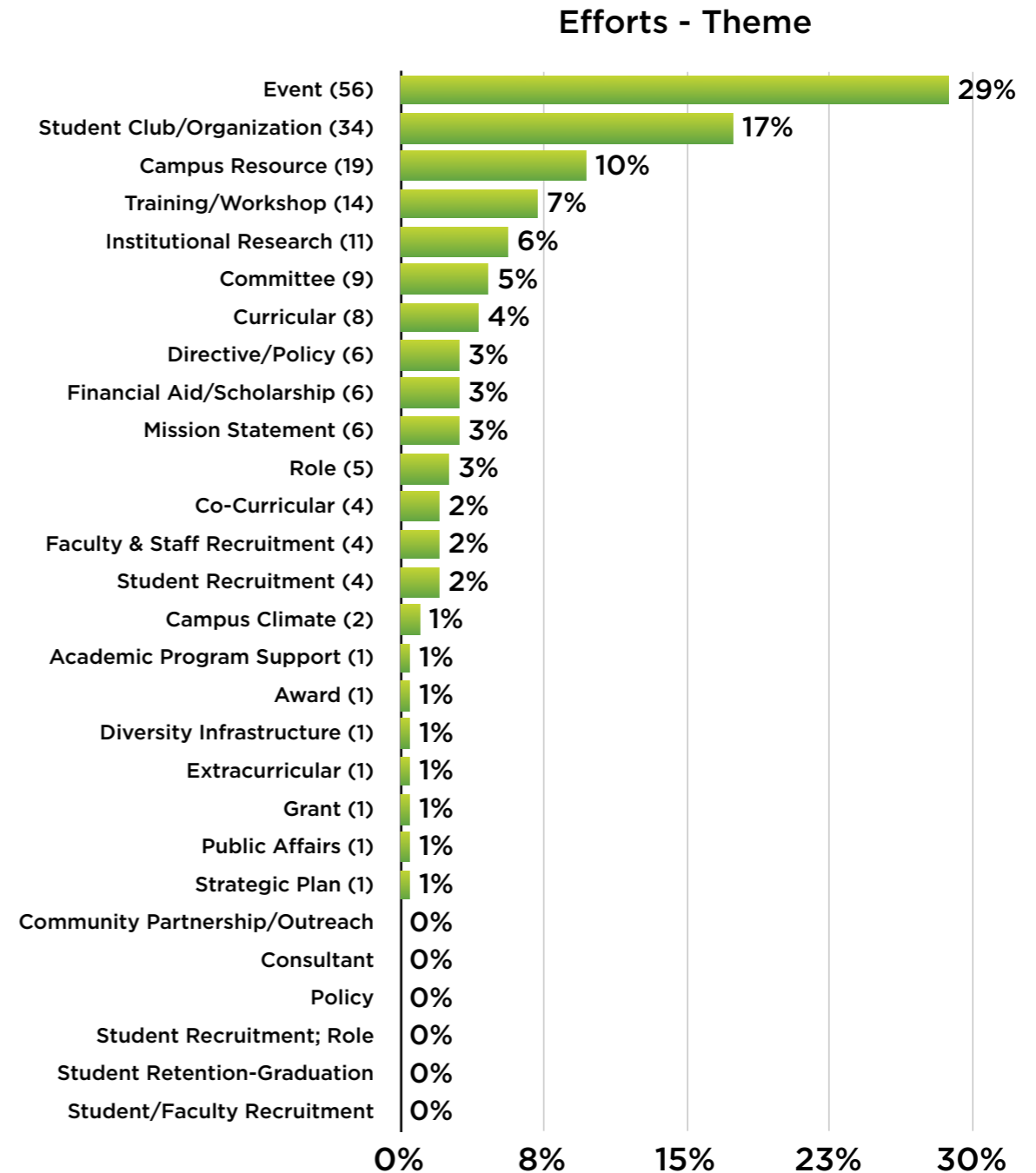
**Level of Focus - Divisions**



# Percentage of Diversity Efforts by Theme

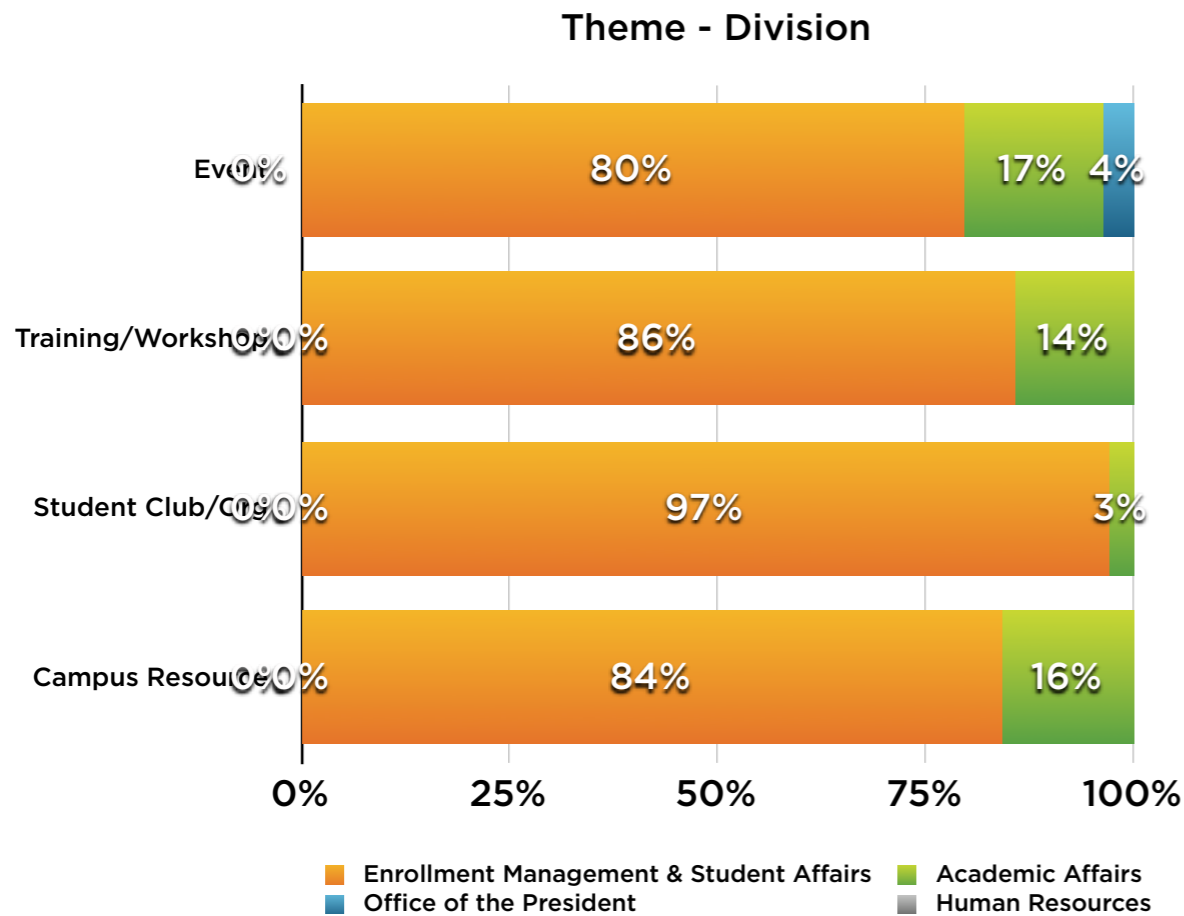
Our next analytical move was to calculate the percentage of diversity efforts by theme, regardless of division. The mere quantity of diversity efforts is not enough; the qualitative nature and focus of such efforts help to situate the state of diversity on a campus. Specifically, we wanted to know the thematic forms of the mapped efforts. Thematic form was defined as the nature of the program in the university context, or the extent to which an effort represented a curricular program, an academic support program, a policy or procedure, an award, or a mission statement, among others. Such information highlights how an institution operationalizes and spends its time shaping diversity. The form often determines the function and reach of an effort in terms of what can be gained and achieved.

- We found that MSUM has more “Events” related to diversity than actual initiatives. MSUM featured diversity efforts across several different themes (28) and not in just one or two key thematic areas. For example, 29% (56) of the diversity efforts were Events with the subsequent as Student Clubs/Organizations (17%, 34), Campus Resources (10%, 19), Trainings/Workshops (7%, 14), and Institutional Research Data (11%, 6). The remaining 37% of diversity efforts are spread out across 24 different themes.



- More specifically, in terms of the themes taken on by specific divisions, Enrollment Management & Student Affairs has engaged in ALL of the top 4 types of diversity efforts at MSUM. Meaning, Enrollment Management & Student Affairs has provided a more varied range of diversity efforts.

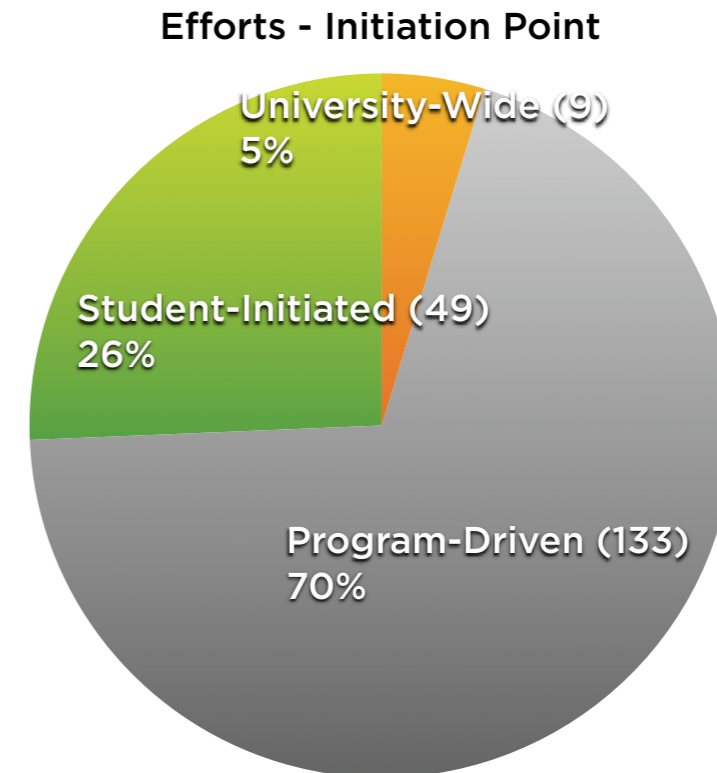
- Thus, MSUM has taken action on diversity but not centrally in any one area. This meant that a varied (and less unified) approach to diversity was taking place at MSUM. Here the question “What should an institution committed to the values, principles and practices of inclusive excellence look like?” emerges for consideration. A more intentional and unified strategy around diversity is important for MSUM to put into place. MSUM needs to take responsive action in this regard and it will need to direct more of a targeted diversity strategy in the future as well (through a specific diversity master plan and infrastructure





# Initiation Point: University-Wide or Program-Driven

- The majority (70%) of diversity efforts at MSUM are program-driven efforts; meaning, that individual programs created, funded, and implemented diversity efforts. In contrast, only 5% of the diversity efforts stood as university-wide while 26% of the efforts are student-initiated. It should be noted that MSUM students are actually producing five times (5x) as many diversity efforts as MSUM in terms of institution-wide efforts.
- University-wide efforts represent centralized operational acts to propel and advance the diversity strategic goals and implementations of MSUM. We typically look for the “silo” effect or if diversity efforts live in specific program-focused activities. There does appear to be a predominant silo effect; in fact, the data reveal that MSUM’s divisions and offices are NOT working in alignment with one another on larger university-wide directions in diversity.
- University-wide initiation points help drive consistent and sustainable diversity efforts; however, these may also stifle programs from creating their own context-specific activities and initiatives in vibrant and robust ways. A healthy blend of both university-wide and program-driven efforts delivers the most promise. A diversity strategic framework will push MSUM towards university-wide alignment.



*\*Percentages affected by common rounding error.*

# Level of Integration: Connections & Linkages Among Divisions

- There are several connections and linkages among divisions and units for diversity efforts and actions at MSUM but not in terms of a larger framework logic. The only key integrative organizing logic around diversity exists around the Chief Diversity role and the Office of Diversity & Inclusion. Having this office as the sole key integrators of diversity efforts on campus (as opposed to collaborative chains of campus members and a streamlined organizational structure) may be sufficient to drive the diversity success of MSUM given the campus size and scope. Or it may require more points of integration and connection among all units/divisions and or an accountability system that details an elaborate process for how divisions and units work together and in isolation (“on their own paths”) on diversity goals.
- By establishing more connections and a systematic way of organizing linkages among divisions on diversity work, MSUM must safeguard the “energy” level and productivity of the newly created Chief Diversity Officer role; if not, this vehicle will be fully exhausted, depleted, and possibly frustrated. In addition, the campus needs to understand that diversity and inclusion work is “everyone’s” responsibility and the aforementioned roles and a more cohesive and formal diversity infrastructure (as suggested in our recommendations) will help coordinate and sediment such collaborations.

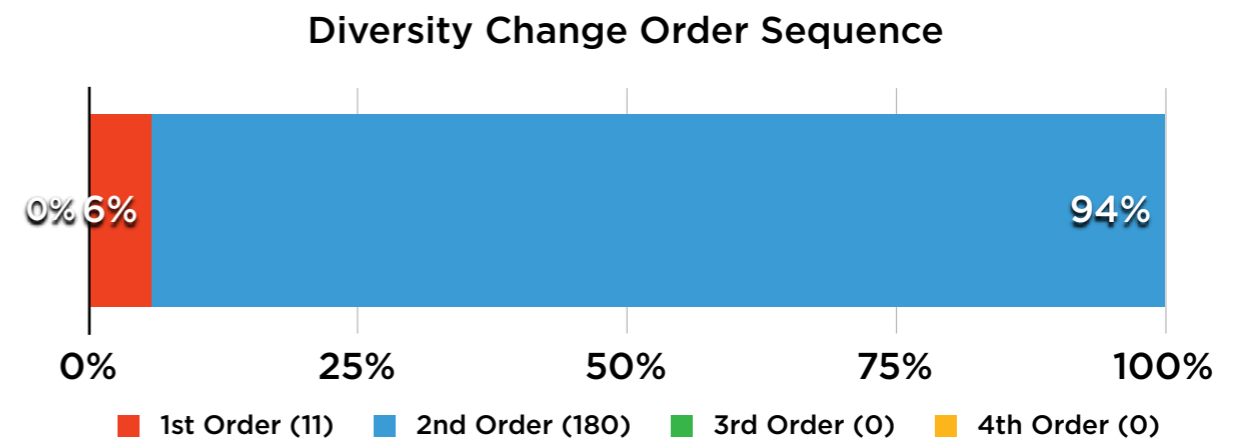
# Change Order Sequence

Halualani and Associates has developed a unique numbering (change order) sequence that delineates the degree of evolution and development of a diversity effort/practice (from 1st order to 4th order).



Figure 3.1 Change Order Level Descriptions

- As of March 2015, MSUM houses a significant amount (94%) of second-order efforts (efforts that demonstrate the commitment to diversity through specific action), followed by 6% of first-order efforts. There were no third-order or fourth-order diversity efforts identified through the mapping process. MSUM is clearly in a diversity action stage (as opposed to being in just a diversity declaration or first-order stage).

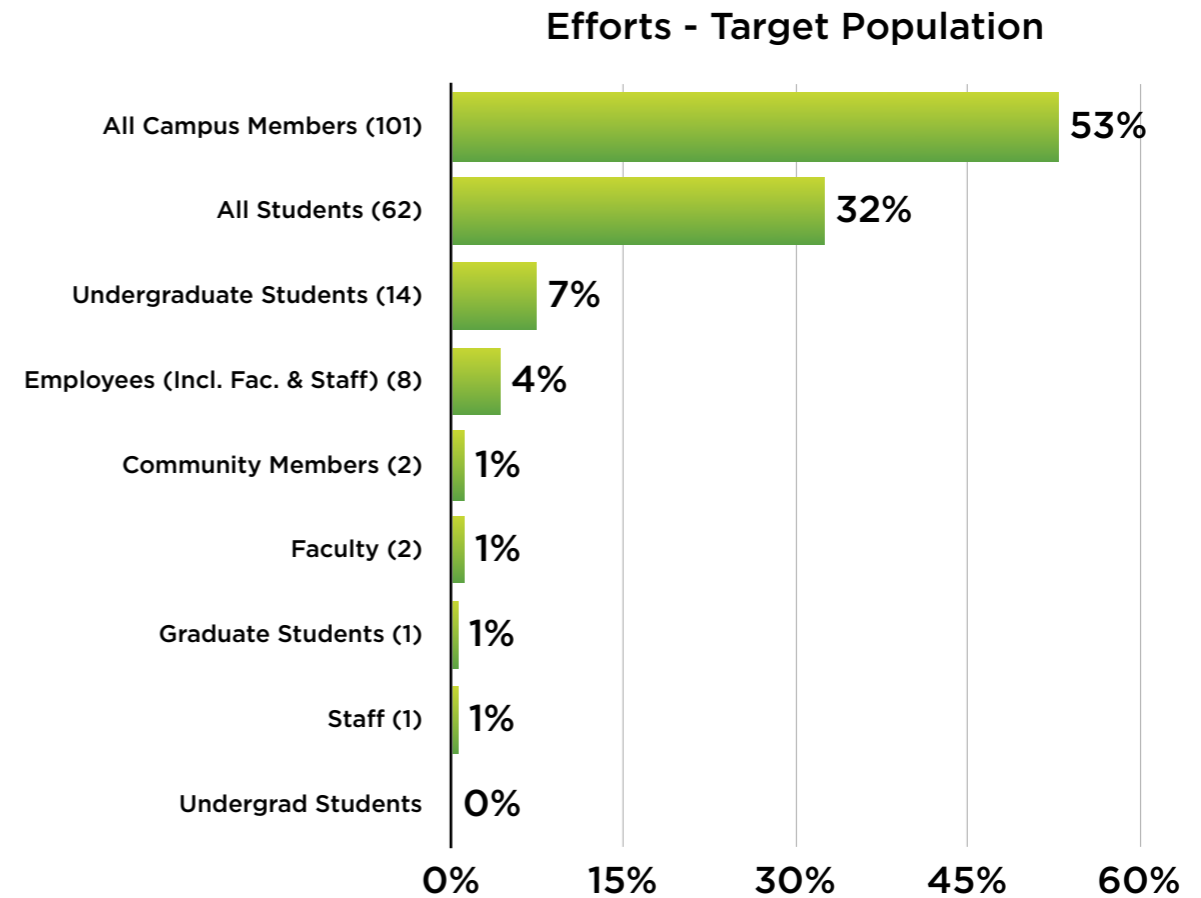


- In order to reach the third-order stage, MSUM should make sure that the aforementioned 94% (second-order efforts) are framed to be assessed with concrete evidence so as to determine the impact of such efforts. One focus for the future should be on considering the potential of all first and second-order items for transforming into fourth-order items (sustained, positive impact, culture-changing, reaching all campus members and beyond, linked to a diversity strategic framework). A diversity strategic plan or framework would help in this regard.



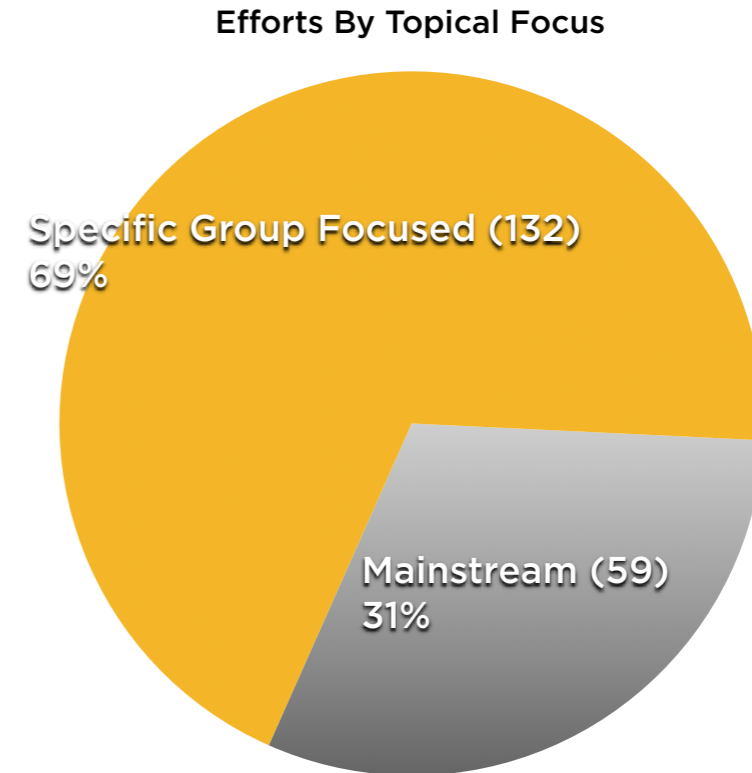
# Target Population: All Campus, Leadership, Faculty, Staff, Students, Community Members

- MSUM's diversity efforts are primarily targeted towards all campus members (53%, 101), followed by all students (32%, 62). Indeed, there is a more generalized, inclusive approach to diversity efforts. However, dedicated efforts for staff members are lacking. Because staff members have unique aspects to their campus roles, intentionally focused and designed diversity efforts for this group may help to create more diversity engagement and support for their success on campus. Specific efforts at honing leadership towards development of diversity competencies and attitudes may also be a rich area for response as well. Graduate students also deserve their own customized diversity efforts.



# Topical Focus: Mainstream or Specific Group-Focused

- Diversity efforts at MSUM represent more specific group-focused acts than mainstream-focused ones. The majority (69%, 132) of campus diversity efforts at MSUM focus on specific (identity-based, cultural) groups while 31% (59) highlight mainstream audiences in terms of the target locus of diversity efforts. This finding indicates that a more targeted approach to diversity and inclusion may be at work at MSUM.
- However, in our analysis, we noticed that such efforts were mostly campus resources and student clubs and organizations as opposed to targeted interventions towards specific groups (for e.g., retention and graduation initiatives for first-generation students, racially/ethnically different students, and for groups that are historically disadvantaged in higher education). Thus, we encourage MSUM to examine this pattern and to proffer more specific group-focused efforts in terms of retention and graduation initiatives for diverse groups.

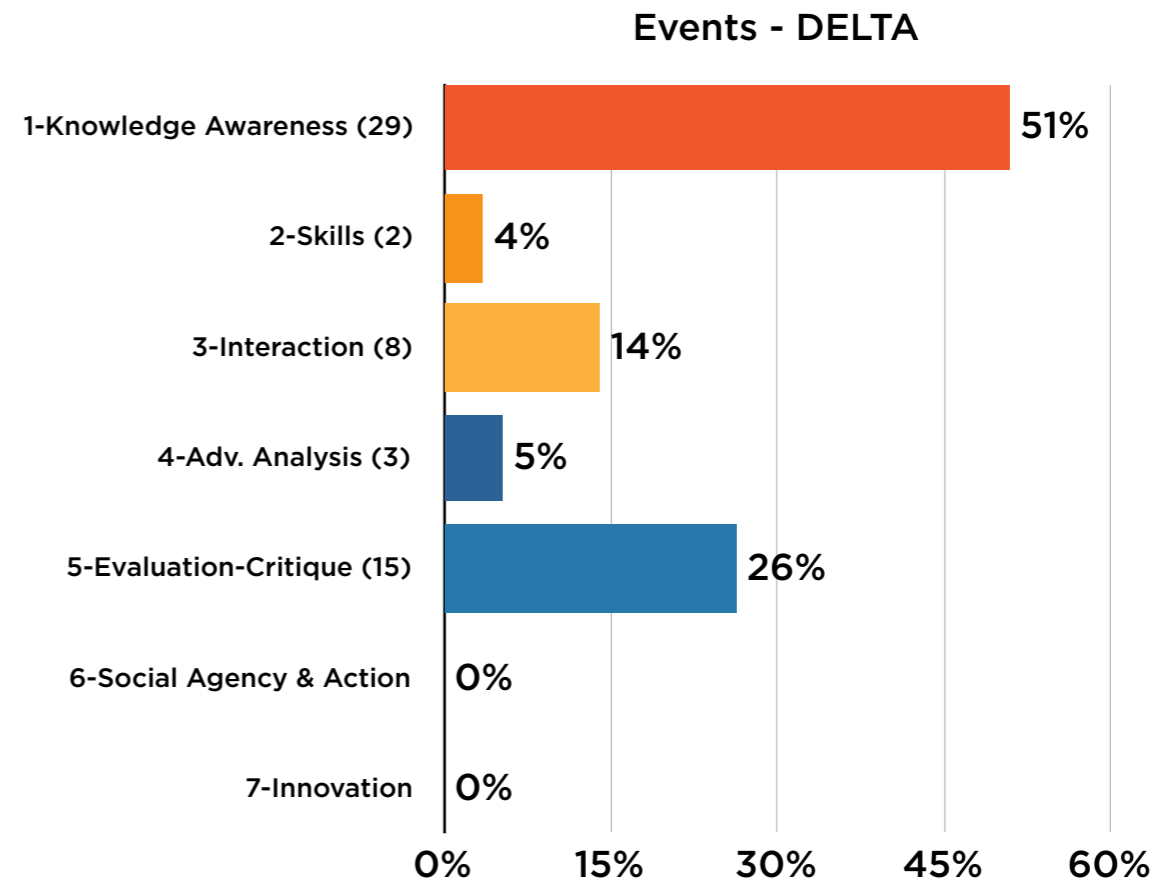


# Diversity Engagement/Learning Taxonomy Assessment (DELTA)

Our Diversity Engagement/Learning Taxonomy Assessment (DELTA) scale features 7 levels of engagement and learning around issues of diversity modeled after Bloom’s Taxonomy of Learning. Each level scaffolds up; meaning that a level subsumes all levels beneath it. Level 3 - Interaction subsumes Levels 2 (Skills) and 1 (Knowledge Awareness). The highest the level, the more advanced the cognitive, affective, attitudinal, and perspectival processing of diversity is occurring. We use this taxonomy to assess the kind of diversity learning and engagement in diversity-related events (as well as every diversity-related course in the curricular mappings).

- The diversity-related events at MSUM mostly feature DELTA Level 1 - Knowledge Awareness (51%) as opposed to the other higher DELTA levels, followed by Level 5 - Evaluation-Critique of Power Differences (26%, 15) and Level 3 - Interaction (14%, 8). Thus, diversity efforts are mostly promoting knowledge awareness.
- However, most of MSUM’s efforts do NOT significantly embed or traverse DELTA Level 5 - Evaluation-Critique of Power Differences and Issues of Privilege as well as DELTA Level 6 - Social Agency and Action, or using diversity knowledges, skills, and perspectives to re-imagine solutions to intercultural and diversity challenges.
- Thus, MSUM should consider what kind of engagement level should be targeted in campus activities and programs (is it the full spectrum or just up to DELTA

Level 1 - Knowledge Awareness). How can some of these efforts highlight productive conversations around power differences, privilege, and inequalities? Or can there be an unfolding strategy of setting up a goal of having a certain percentage of efforts strive for the higher levels of DELTA (5, 6, 7) each academic year via events, trainings, workshops, and programs? Should there be an incremental approach of engagement in terms of a timeline or should such an approach depend on the kinds of diversity and difference being discussed and covered?



# Diversity Engagement & Learning Taxonomy (DELTA)

(Halualani, Halker, & Lancaster, 2012)

## Level 7 - Innovative Problem Solving

Innovative thinking  
Uses multiple perspectives to develop new, original, unique, impactful strategies & solutions to problematics  
Relies on multiple heuristics (from all cultures, contexts, arenas of life)

## Level 6 - Social Agency & Action

Designing Actions, Personal-Social Responsibility  
Able to see connections across differences  
Problem-solving, Responsive decision making  
Constructive-Resistive (from the marginalized side)  
Action, Advocacy, Allies,  
Sharing with/Teaching Others

## Level 5 - Evaluation-Critique

Evaluation/Critique of Power Differences, Positionality/  
Compassion  
Posing Complex Questions

## Level 4 - Advanced Analysis

Perspective-Taking/ Reflection/ Analysis, Self-Other Dynamic  
Personally invested in diversity  
Unscripted/Off the Beaten Path  
Free-flying among concepts, areas to ferret out the big, difficult questions and major problematics, stakes, urgencies

## Level 3 - Interaction

Active Involvement in Intercultural Interactions  
Motivation, Seeking Out, Participating  
Behavior

## Level 2 - Skills

Application/Intercultural Competence/Skills-based

## Level 1 - Knowledge-Awareness

Knowledge, Awareness, Appreciation  
Touches on Social Approvability Level

Higher  
Engagement

Lower  
Engagement

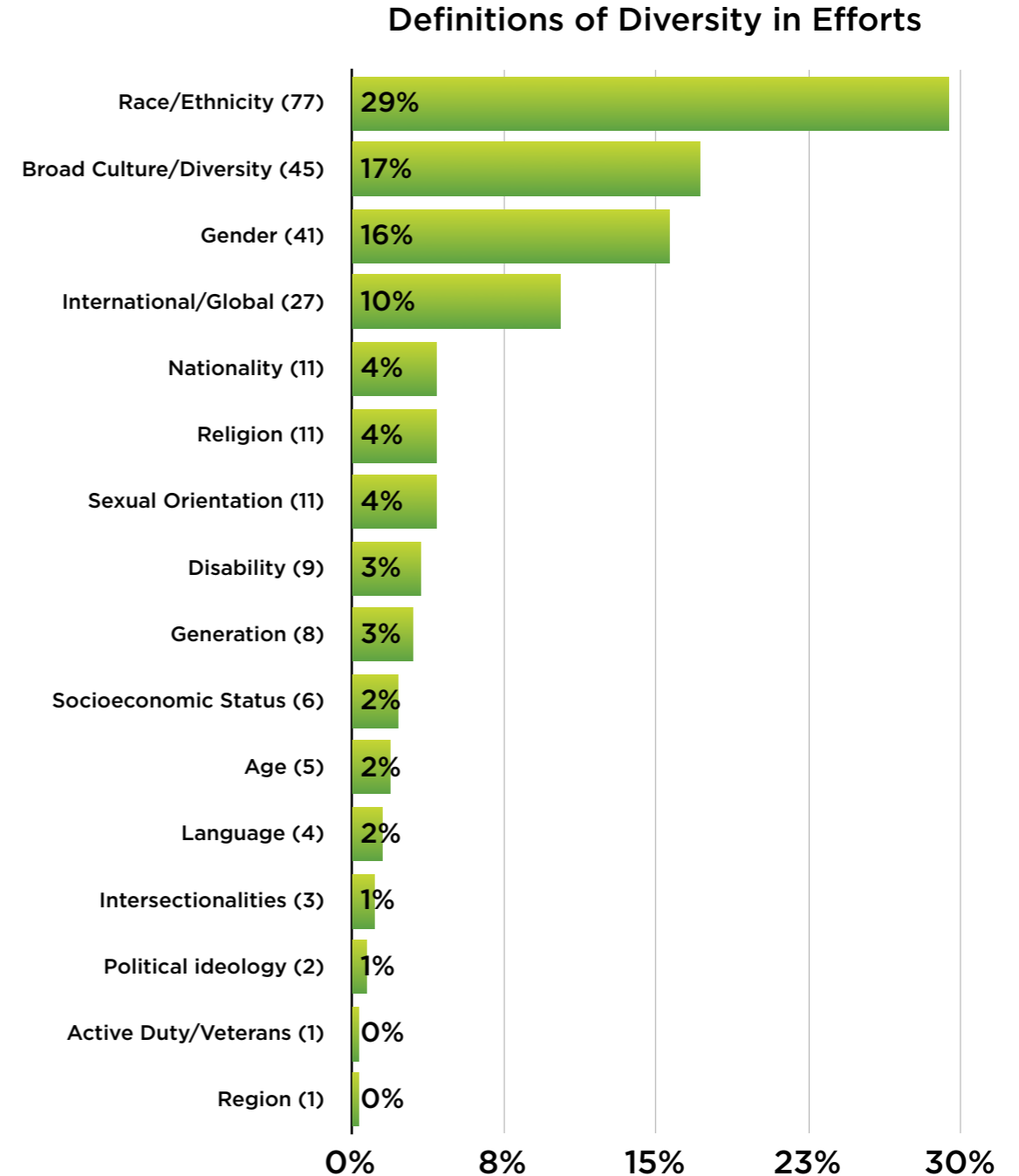
Figure 3.2 DELTA levels descriptions



# Definitions of Diversity in Efforts

Our team also qualitatively analyzes the framings of diversity/culture in each campus diversity effort. These framings reveal how a university “defines” or “constructs” diversity for its campus environment.

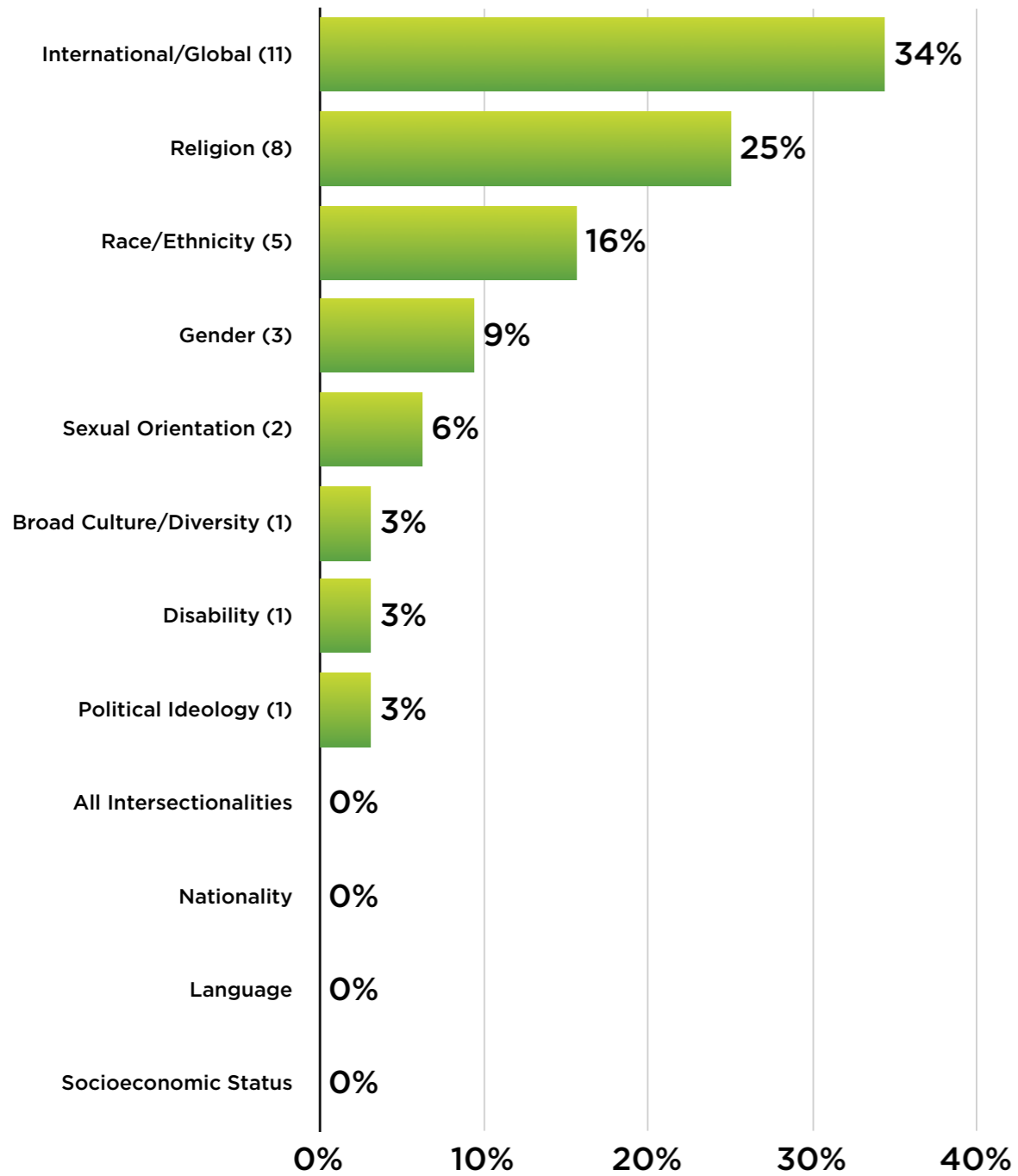
- MSUM mostly features framings that highlight Race/Ethnicity (29%, 77), Broad Culture/Diversity (17%, 45), and Gender (16%, 41). The remaining 38% of framings are spread out across 13 different thematic constructions of diversity.
- An opportunity exists for the campus to engage how its efforts and activities speak to other lesser invoked kinds of diversity (Disability, Socioeconomic Status, Intersectionalities, Political Ideology, Active Duty/Veteran’s Status, Region) and or how these generally frame diversity. What does it mean for a campus that vigorously pursues a vision based on “fostering an environment that encourages students to become versatile, thoughtful, innovative, and engaged leaders who contribute to their professions and their communities”? To what extent does MSUM fulfill its mission? How might a different approach enable the campus to engage other significant differences and identities and in ways that fulfills this vision? How can other forms of difference (disability, region, age/generation, political ideology, intersectionalities among race, gender, class, and sexual orientation) be engaged more fully?





- Similarly, MSUM’s student clubs/organizations on campus predominantly focused on diversity in terms of “International/Global” (34%, 11), followed by “Religion” (25%, 8) and “Race/Ethnicity” (16%, 5).

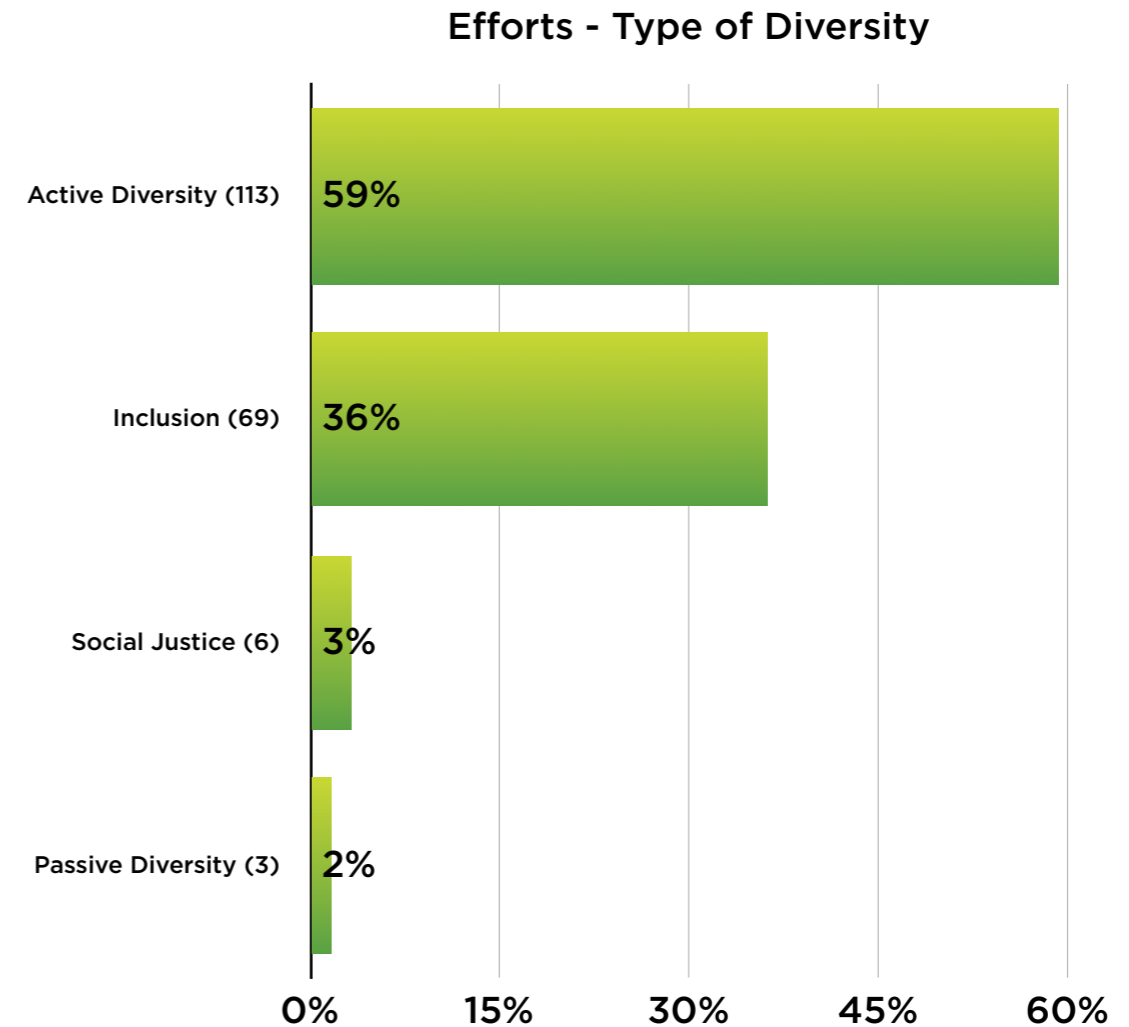
**Clubs/Organizations - Definition of Diversity**



# Types of Diversity Represented at MSUM

Halualani & Associates examines the kind of diversity approach that is enacted at MSUM. Is the approach at MSUM more focused on passive diversity (compositional) issues or on inclusion issues (getting historically disadvantaged groups to the table)? Or is there a push at MSUM to address societal inequalities and bring about social justice?

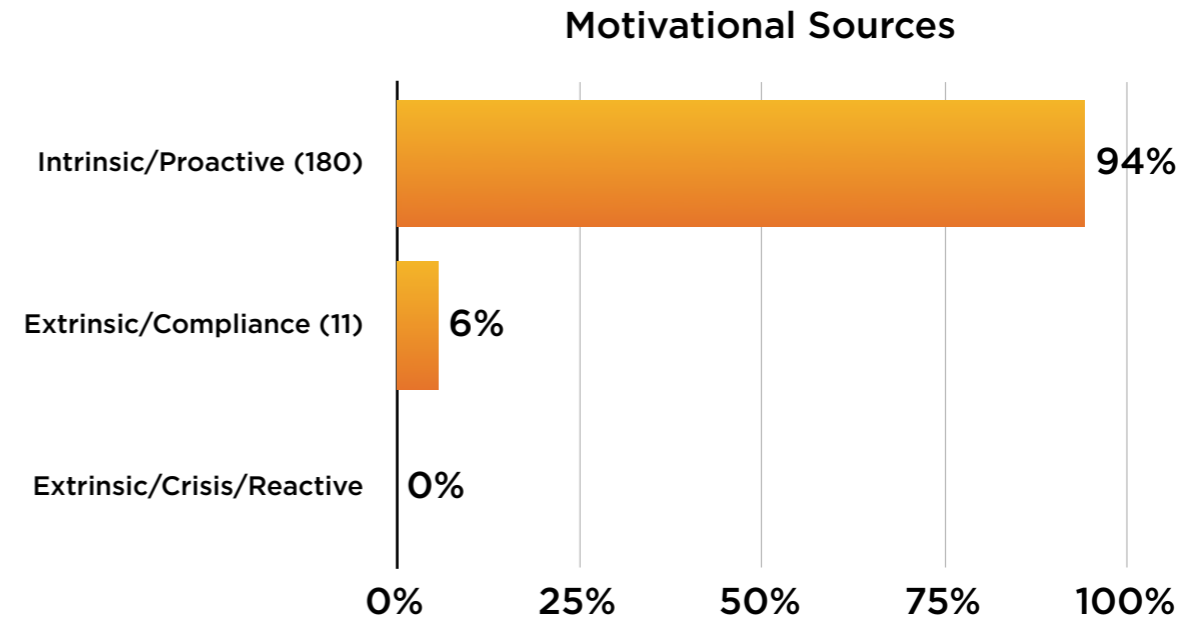
- We found that 59% (113) of MSUM’s diversity-related efforts represent the diversity approach of active diversity, or efforts that develop, build, support, and promote the active appreciation of diversity at the university (initiatives, trainings/workshops, events, student clubs/organizations, strategic plans, diversity master plans).
- 36% (69) of the efforts are inclusion-based ones, or efforts that promote including and embracing all diverse groups into the campus doorways (Recruitment, Outreach, Hiring activities).
- Only 3% (6) represent efforts that approach diversity through a social justice lens or efforts that specifically name inequalities and power issues and work to address, examine, and dismantle these. We encourage MSUM to make strategic decisions about which approach (or approaches) to diversity it would pursue through a diversity master plan framework.



# Motivational Source

Our team is interested in pinpointing the impetus driving diversity efforts, or the motivational source at play.

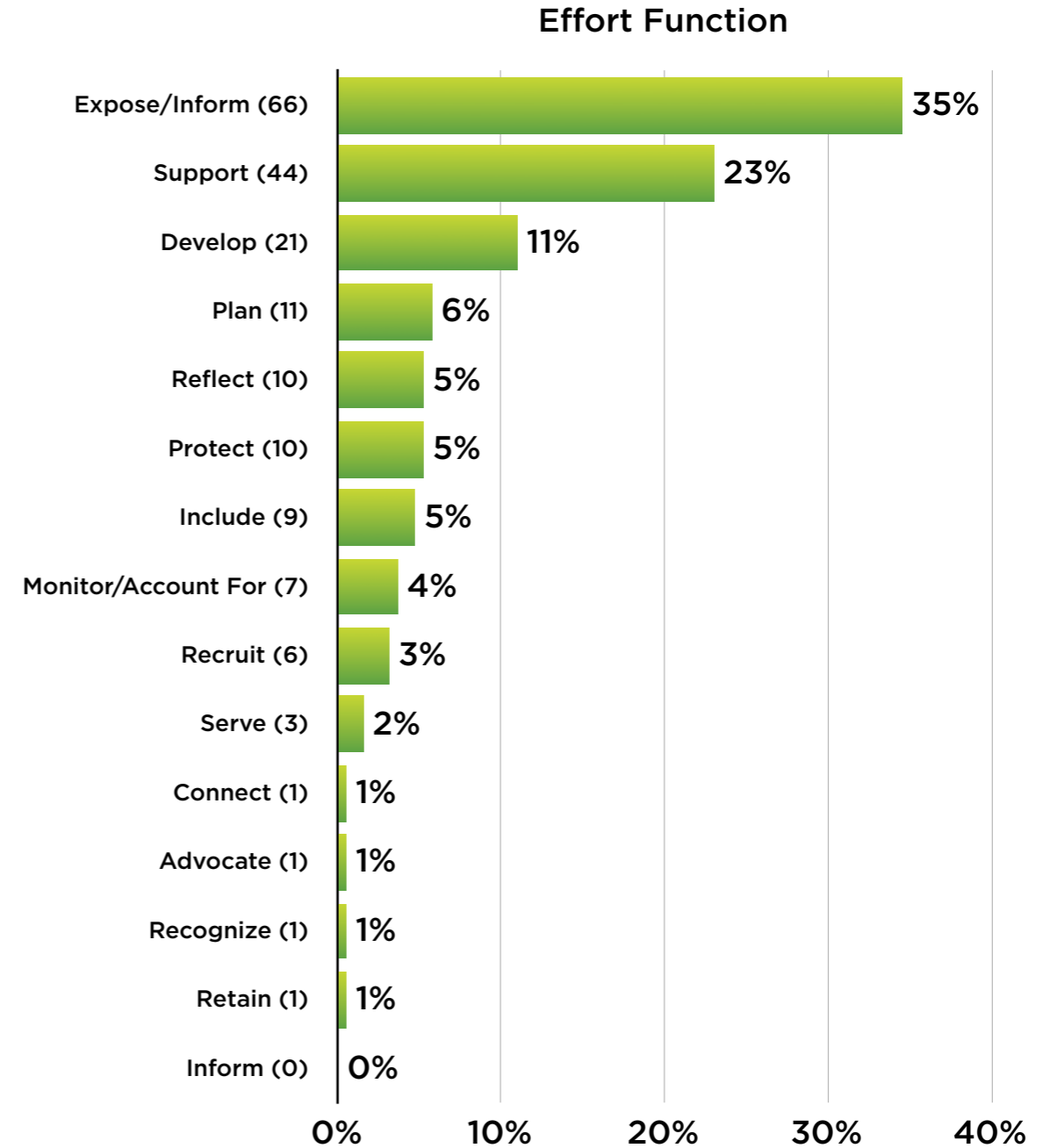
- We found that 87% (126) of the efforts derive from an intrinsic/proactive impetus; meaning, that MSUM has taken the initiative to implement diversity efforts on its own volition. This is promising information in that an extrinsic factor such as compliance (Nondiscrimination, Affirmative Action, Title IX, Accommodations, OSHA, Equity and Equal Opportunity, Compliance) or a crisis (lawsuit, suspension) is not driving the diversity effort energy. MSUM engages in diversity efforts because it sees it as a priority. Such a priority needs to be embedded into the fabric of its identity and actions.



# Effort Function Taxonomy

Halualani & Associates created an analytical layer that evaluates the function of the effort (i.e., this layer is meant to be similar to DELTA but for diversity efforts). This layer at “What is The Primary Purpose and Function of the Effort?”

- We found that 35% (66) of the efforts possess an “Expose/Inform” function and 23% (44) of the efforts have a “Support” function and 11% (21) have a “Develop” function. This indicates that 36% (52) of MSUM’s efforts serve an educational/building/learning/support function in terms of exposing campus members to diversity topics and supporting its campus members. Thus, MSUM has prioritized diversity efforts that fulfill educational/learning and support services functions. Was this an intentional pattern? How does this factor into a future diversity master plan strategy? And more importantly, is this enough? Have such functions made a significant positive change for MSUM?

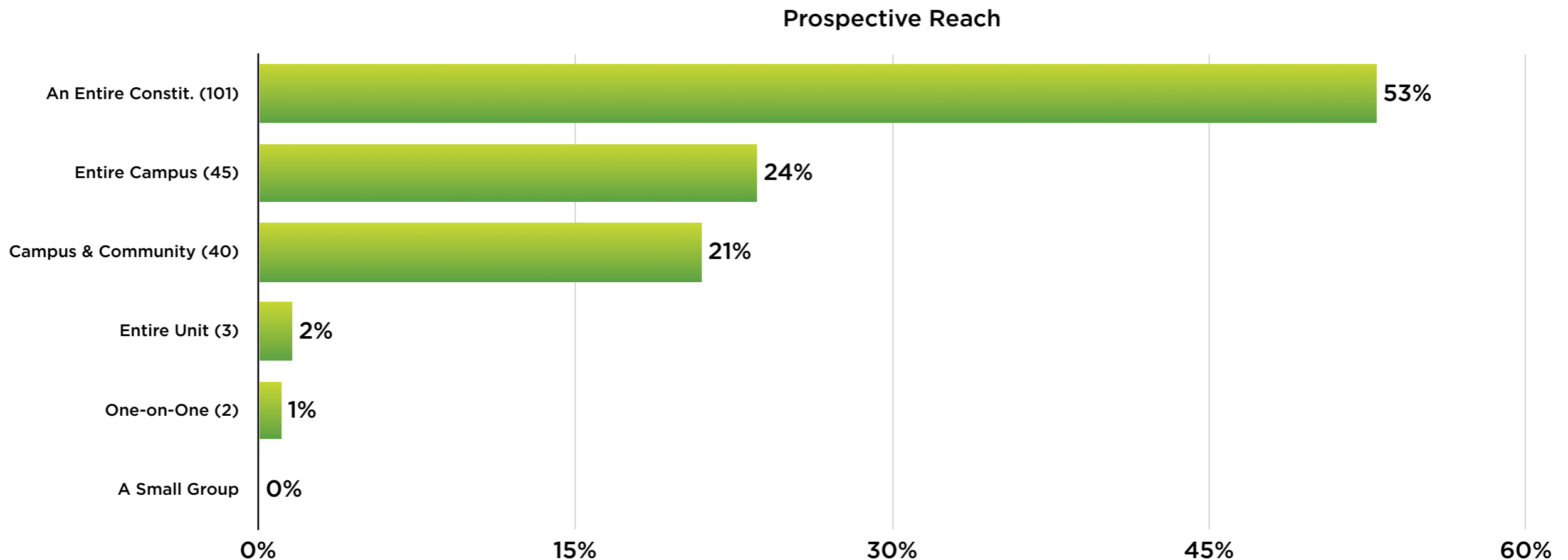


# Prospective Reach: How Many People Were Likely Impacted?

Halualani & Associates aims to provide an estimate of how many campus members were impacted by an institution's diversity efforts.

- MSUM appears to be impacting entire campus constituencies (Students, Faculty) (53%, 101). The second highest percentage (24%, 45) lies in reaching the entire campus and community.

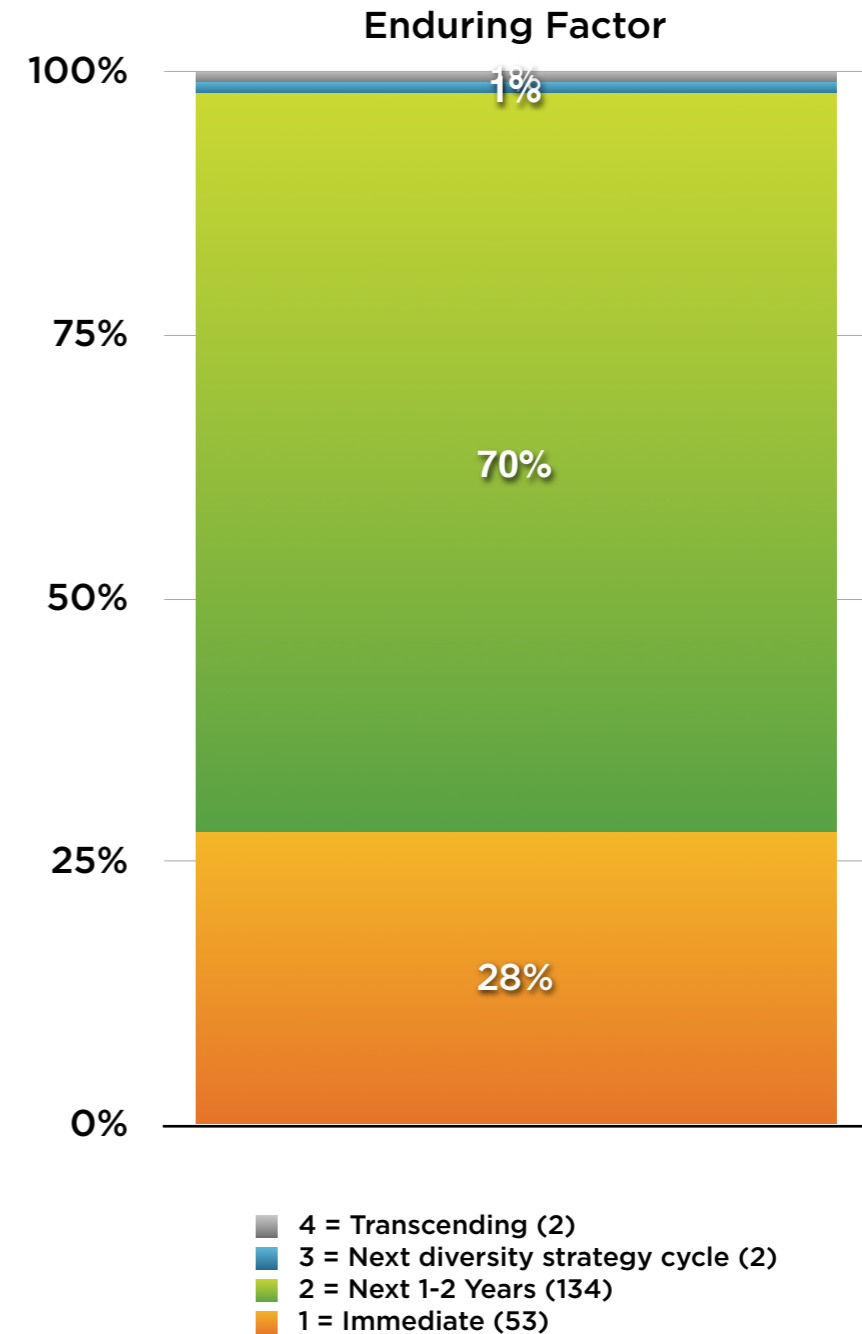
- Such a finding indicates that MSUM's diversity efforts aims for and reaches students and or the general campus membership as a whole. More, however, could be done to reach more of the units in their climates/ environments as well as to benefit staff and faculty in their employee roles and diversity climates in individual units, departments, and divisions.



# Enduring Factor: Time Frame/Sustainability of Effort

We also analyzed how sustainable and long-lasting diversity efforts were for the long-haul time frame. The more sustainable an effort, the more pronounced its benefits and yield are for an entire campus.

- MSUM’s diversity efforts predominantly indicated an endurance level through the next 1-2 years (70%, 134). Thus, these efforts were either exploratory or one-shot occurrences and did not indicate lasting through to the next diversity strategy cycle. Conversations and planning around the sustainability of a diversity approach should be discussed. If not, “piecemeal” tactics for creating efforts and initiatives will reign and “short-fuse” any enduring strategy for bringing about an authentic, permanent, sustained, and vibrant environment around inclusive excellence for all campus members. A diversity strategic framework that spans five (5) years is again highly recommended.





# Diversity Efforts Mapping & Analysis

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This section features the key findings and patterns laden throughout the diversity efforts mappings.

*\*Please note that graphic representations of the data may be affected by common rounding error. All raw data calculations have been verified in our analysis.*

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Additionally, you can view the authorship credits for this research by swiping right from the Chapter 1 table of contents.

# Diversity By Unit Mapping Analysis - Key Patterns

- There is no clear or unified sense of what MSUM means by diversity in terms of a larger diversity strategic framework.
- The majority of diversity efforts do not work in an alignment approach given that there is no current diversity strategic framework. The only semblance of alignment is the fact that several efforts have been facilitated by or run through the Office of Diversity & Inclusion. Typically, without a diversity strategic framework, there is some institutional risk of diminishing diversity progress (as the efforts should be implemented at every level and through every division and via a maintained, resourced organizational structure).
- There is a multitude of collaborations between and across distinct offices and divisions in terms of diversity efforts. Thus, with more university alignment, the extant interactivity and collaboration on diversity efforts will help to solidify the relational energy that propels diversity action for the future and take MSUM to that next level of diversity excellence.
- Current diversity efforts represent first and second-order items; thus, impact assessment needs to be conducted with regard to these efforts. Likewise, these efforts mostly focus on active diversity and inclusion (or the access of historically underrepresented groups) but not on social justice or a critical framing of diversity in relation to power differences.
- As two of MSUM's heavy lifters, Enrollment Management & Student Affairs and Academic Affairs feature mostly second-order items but at a DELTA Level 1 - Knowledge Awareness. A conversation should take place in terms of the kind of diversity engagement that MSUM would like to cultivate for students depending on student level and year. An intentional diversity approach to diversity engagement would stand as a powerful action step.
- Enrollment Management & Student Affairs and Academic Affairs feature many second-order items. However, the majority of these efforts feature a combination of diversity in terms of specific diverse groups and “mainstream” or the general “diverse” community (although many of these efforts are either events or information sources). With such momentum, these divisions should examine if there are specific groups and identities that need customized diversity efforts (for e.g., female students, staff, and faculty or of a specific racial/ethnic/sexual orientation/socioeconomic class/disability background) and act accordingly.
- Campus events related to diversity, need to be assessed and tracked/traced for quantifiable and qualitative impact.
- Other demarcated empty zones at this stage: diverse student recruitment and outreach, diverse faculty recruitment and retention, diverse staff recruitment and retention, student retention and graduation for diverse groups, campus conversations around the meaning of diversity in relation to MSUM's identity, teaching excellence/training around diversity, strategic and consolidated professional development on diversity for leadership and staff, community outreach, and co-curricular efforts.



# DIVERSITY by UNIT

## Legend for Reading Your Map

**Structure**

- Institutional Division
- Department
- Program
- Section

**Coloring Indicators**

**Workforce**

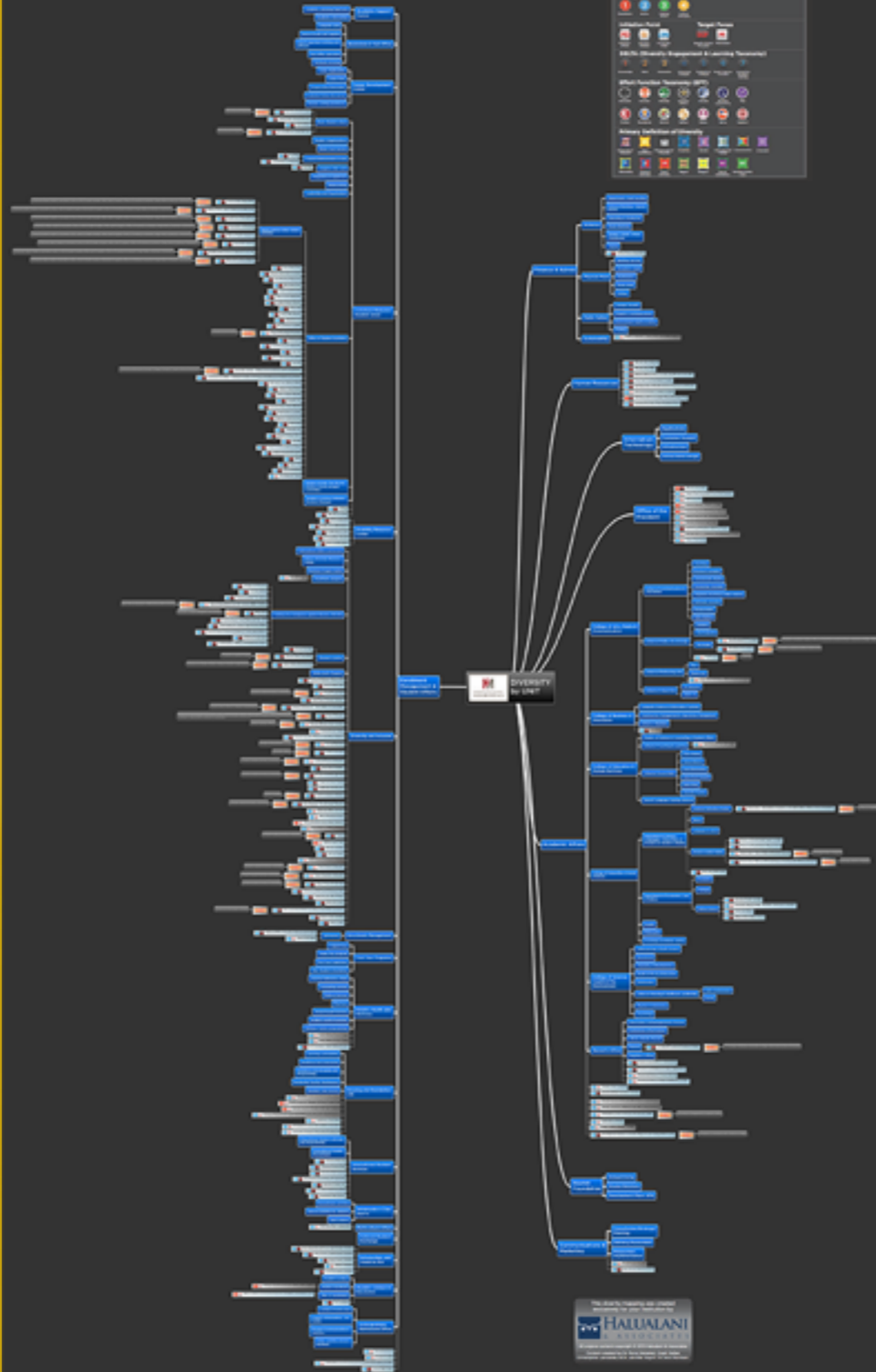
- White
- Black
- Hispanic
- Asian
- Other

**Academic Programs**

- Business
- Engineering
- Health Sciences
- Humanities
- Liberal Arts
- Life Sciences
- Physical Sciences
- Professional
- Public Administration
- Public Health
- Social Sciences
- Special Programs
- Unlabeled

**Academic Qualification of Faculty**

- PhD
- MA/MS
- Other
- Non-Faculty

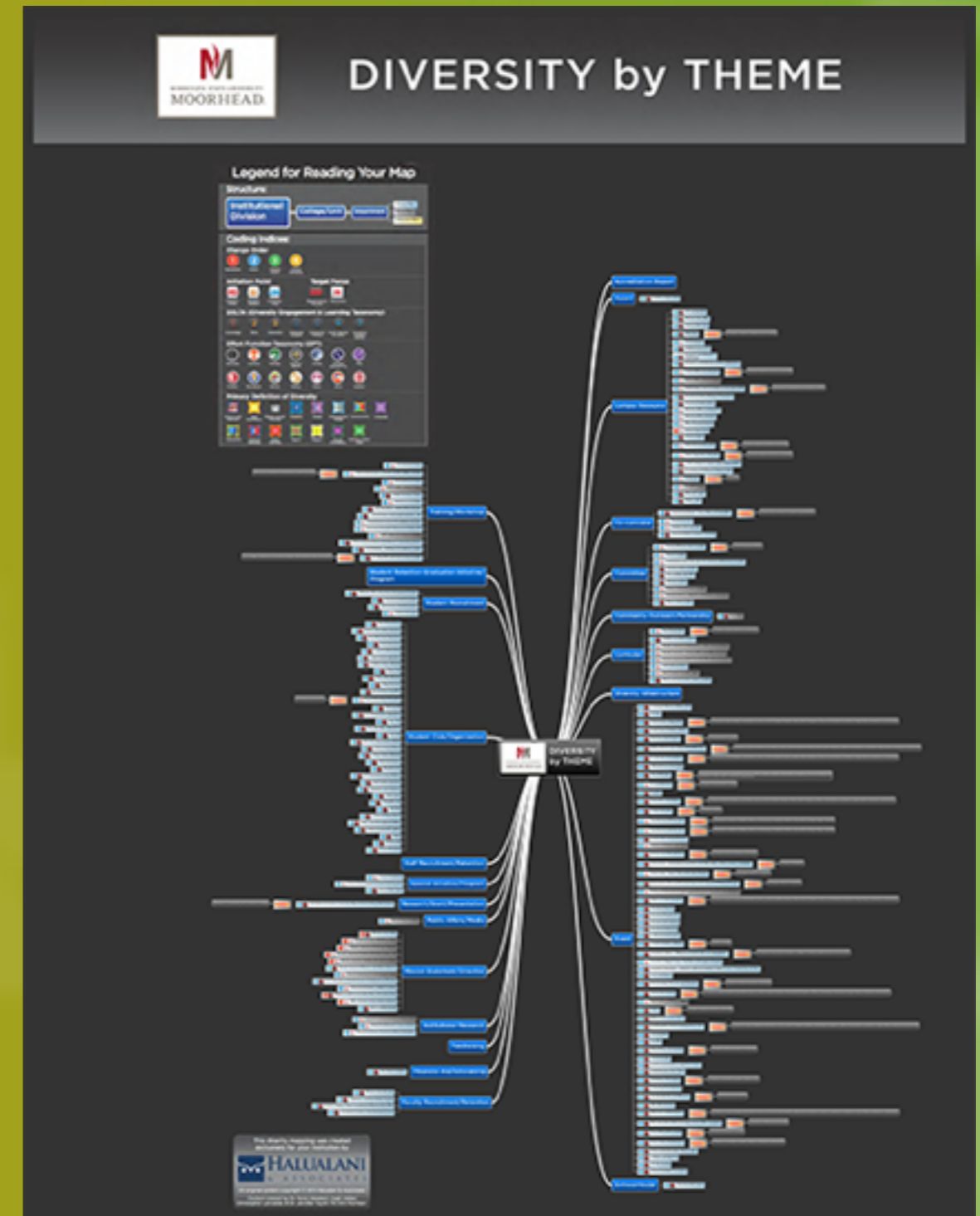


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## Section 2

# Diversity By Theme Mapping

- Thematically, diversity efforts at MSUM are diffuse and without any driving logic or purpose.
- MSUM has mostly engaged in diversity efforts that are events, student clubs/organizations, campus resources, and trainings/workshops as well as institutional research data.
- Efforts that stand as trainings/workshops and mission statements mostly focus on the “mainstream” or a “diverse group in general” as its topical area of content. How does MSUM engage in diversity efforts that speak to and about specific diverse groups and identities (in terms of race/ethnicity, gender, sexual orientation, disability, religion, language)? These training efforts should also be reviewed to see if there is an intentional “learning” or “development” plan for staff and faculty in terms of their diversity skill sets (into a consolidated learning plan or record). How are MSUM members encouraged and resourced to enact what they have learned in their roles and courses or in the community?
- Significant to limited empty zones for MSUM are: diverse student retention and graduation, employee outreach, diverse student recruitment and retention, faculty retention, and staff recruitment and retention in terms of diversity efforts.



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Unfortunately, full resolution map files are too large to be embedded in this document. For a high res version, please refer to the bundled PDF map files provided by Halualani & Associates.

# Undergraduate Curricular Analysis

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Our team conducted a thorough curricular analysis of all curricular components across all academic programs at Minnesota State University Moorhead (hereafter MSUM). We examined the following data sources via line by line, itemized coding analysis via grounded theory, emergent theme and domain analysis, & NVIVO, QDA Miner qualitative analysis software (see Rossman & Rallis, 1998).<sup>1</sup>

- Course Descriptions
- Departmental/Academic Program Descriptions and Content
- Program Learning Objectives
- Student Learning Objectives (SLOs)
- Syllabus content, topical coverage, reading materials
- Assignments

It should be noted that our team examined every course and conducted a qualitative analysis overall with all of the above data sources to discern key themes and to see if (at all) the themes “diversity,” “inclusion,” “cultural competency,” “intercultural/international/global” and or “difference/identity” in terms of all major group differences - race/ethnicity, gender, age, sexual orientation, socioeconomic class, religion/spirituality, region, nationality, language, disabilities, political perspective, veteran’s status - emerged in any form. This analysis reveals our findings.

***\*Please note that graphic representations of the data may be affected by common rounding error. All raw data calculations have been verified in our analysis.***

**Much of this e-report is interactive when viewed as an iBook file in iBooks!**

Simply tap or click on images and graphics embedded in the text to see them full-screen.

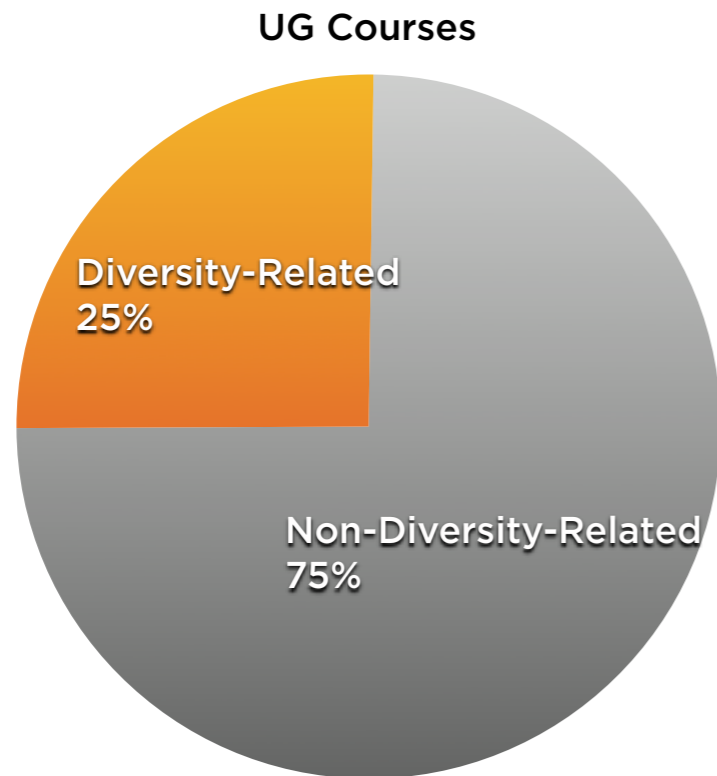
Additionally, you can view the authorship credits for this research by swiping right from the Chapter 1 table of contents.

<sup>1</sup> Rossman, G.B., & Rallis, S.F. (1998). Learning in the field: An introduction to qualitative research. Thousand Oaks, CA: Sage.

# Diversity-Related Courses in the University Curriculum

Our team needed to examine the curricular mappings and inventory for what these data revealed about the curricular priorities on campus. Because MSUM is an educational institution, it was essential to explore the kind of diversity approached in the curricular and the scope of the content.

- We found that 25% of the total university curriculum represented diversity-related courses (for 572 diversity-related courses).



# Level of Focus

Our team categorized the courses at MSUM based on “primary” diversity-related courses or “partial” diversity-related courses. Our criteria in defining “primary,” “partial,” and “integrated” are as follows:

### “Primary” Diversity-Related Course:

- Any course that engaged students in critical analysis around issues of power, privilege, and interculturality in terms of race/ethnicity, gender, age, sexual orientation, socioeconomic class, religion/spirituality, region, nationality, language, disabilities, political perspective, veteran’s status.
- Any course that meaningfully engaged students on how their own identities and perspectives interface with difference, culture, diversity, and or issues of power.
- Promotes diversity as a practice (active appreciation of difference & perspective taking)
- Explicitly features a course title, course learning objective, course description, course content, and assignments that direct students toward objectives of diversity awareness and beyond (in our DELTA scale).

### “Partial” Diversity-Related Course:

- Any course that contains some elements of critical analysis around issues of power, privilege, and interculturality in terms of race/ethnicity, gender, age, sexual orientation, socioeconomic class, religion/spirituality, region, nationality, language, disabilities, political perspective, veteran’s status.

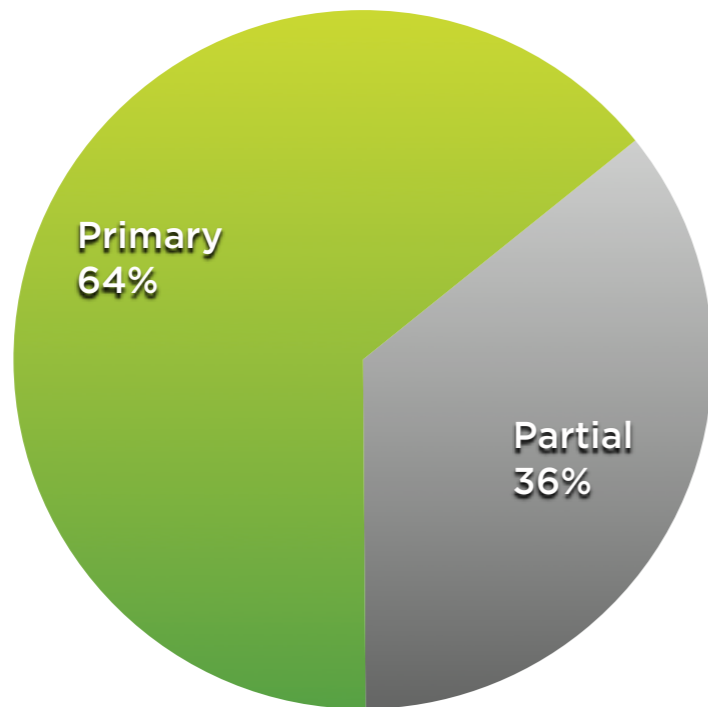
- Any course that may require students to think critically about the above topics.
- Highlights some aspect of difference in at least one unit of the course
- Relies on nonspecific categorization of identity groups such as “community” or “population”
- Are not explicitly named or described to indicate that they are related to diversity

### “Integrated” Diversity-Related Course:

- Any course that embeds elements of critical analysis around issues of power, privilege, and interculturality in terms of race/ethnicity, gender, age, sexual orientation, socioeconomic class, religion/spirituality, region, nationality, language, disabilities, political perspective, veteran’s status throughout the entire course and in relation to the core subject matter at hand.
- Any course that may require students to think critically about the above topics
- Highlights some aspect of difference throughout each unit of the course and in relation to the core content of the course and or a professional pathway

- Our team found that there are 572 diversity-related courses with 64% (368) as “primary” and 36% (204) as “partial.” These diversity-related courses make up 25% of all undergraduate courses offered at MSUM. Such a finding indicates that MSUM prioritizes the embedding of diversity content throughout a significant portion of its Undergraduate courses and across multiple disciplines and fields.

**UG Courses - Level of Focus**



- Thus, the diversity-related course offerings are mostly connecting diversity to subject matter content and or centrally focusing on a diversity perspective or focus and featuring topical coverage in over 50% of the course.

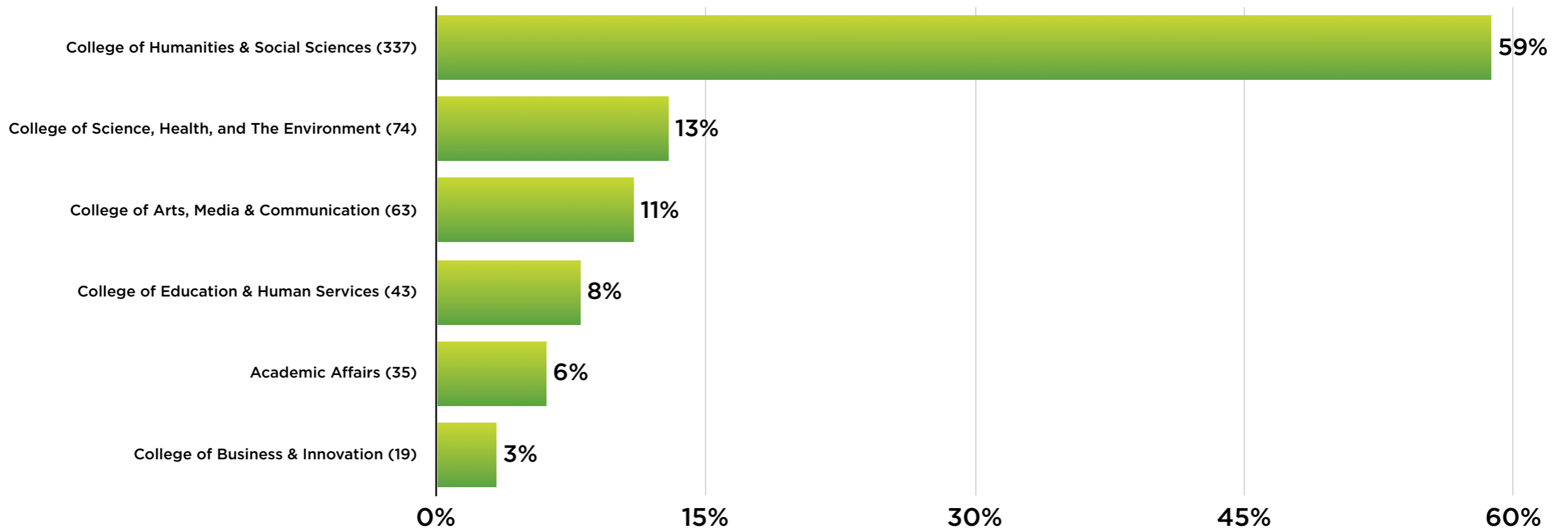


# Diversity-Related Courses By Academic College & Department

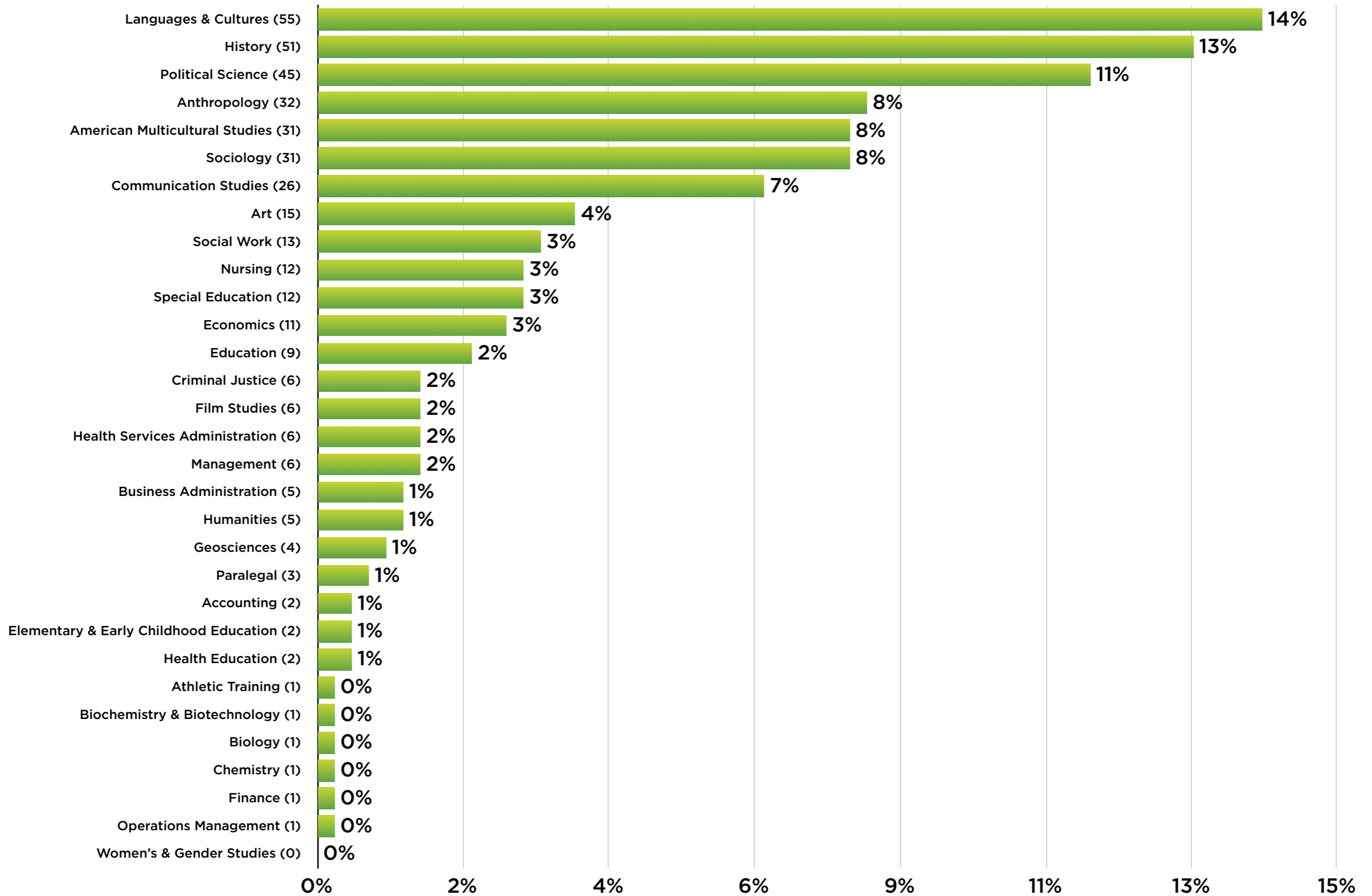
- As indicated in the chart, College of Humanities & Social Sciences (59%, 337) houses the majority of diversity-related courses while the Department of History, Languages, Critical Race & Women’s and Gender Studies houses 35% (171), ; this finding makes sense in that these units feature disciplines that have content germane to diversity content.

We urge caution in basing conclusions solely off of the numerical figures provided. Instead, the proportionality or the size of the academic program (and its encapsulated resources of budget and faculty -- FTEF) in relation to the curricular offerings needs to be considered in terms of assessing the curricular output and “work” in the area of diversity of academic programs at MSUM

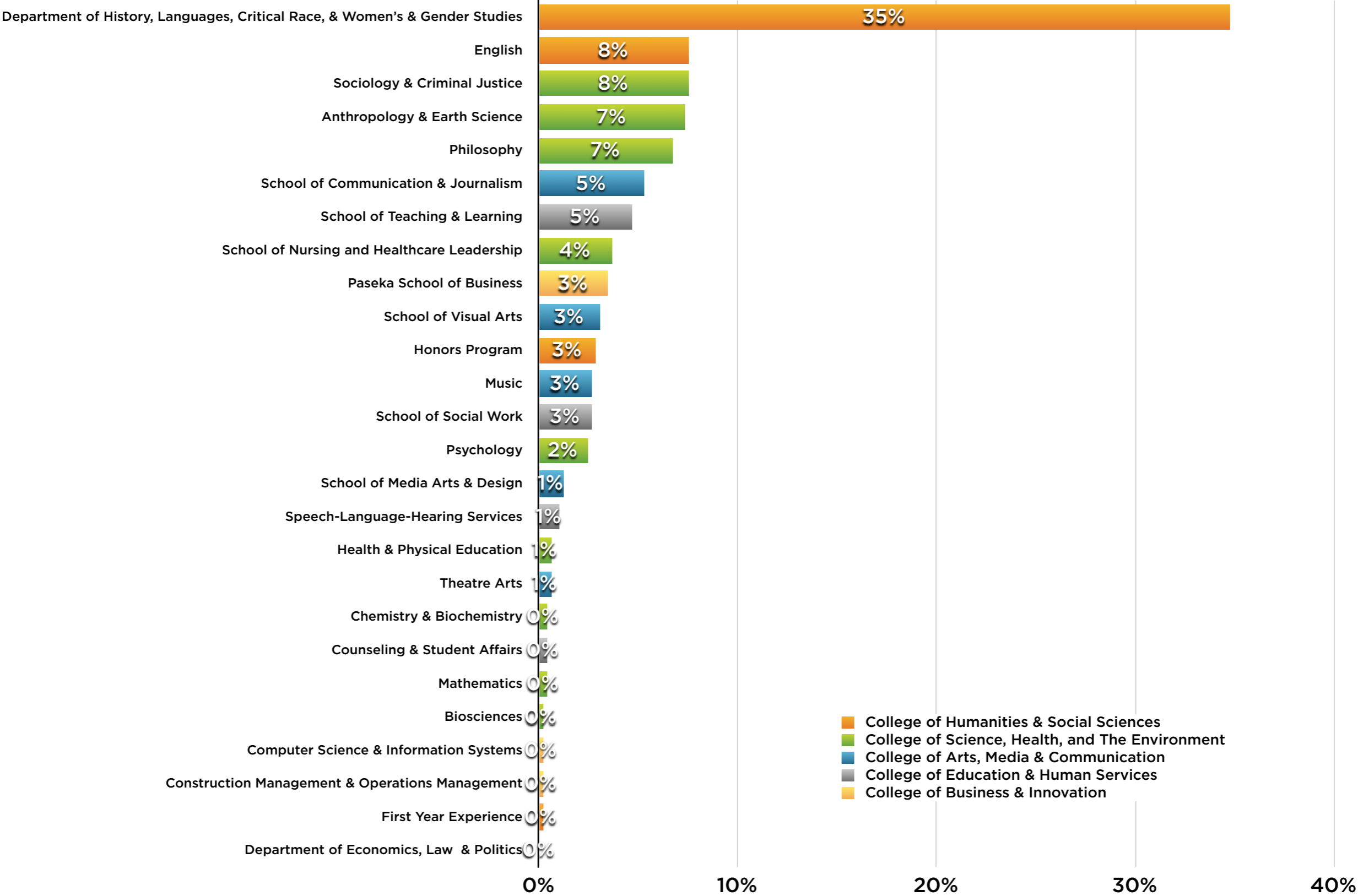
Diversity UG - College



## Diversity UG - Department



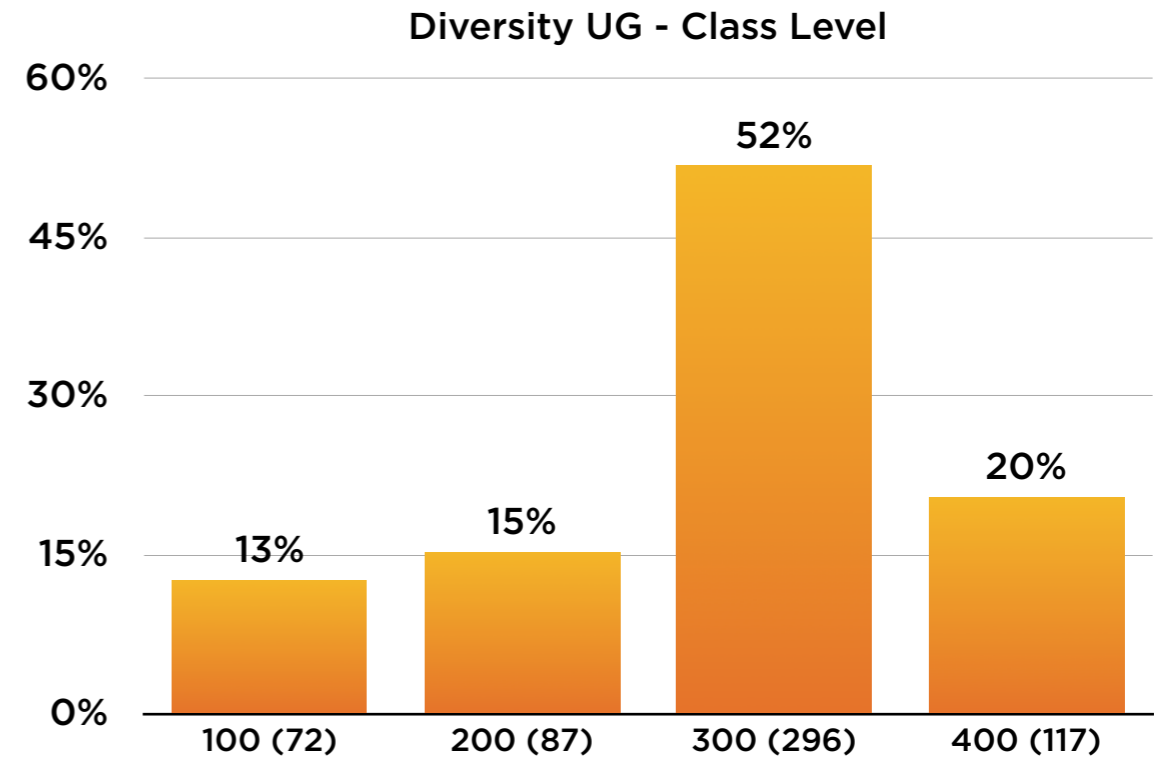
### Diversity UG - School/Dept w/College



# Diversity-Related Courses at Each Class Level

Our team examined the class level of the identified diversity-related courses.

- We found that the majority (52%, 296) of diversity-related courses at MSUM are at the 300 (Junior) level, followed by 20% (117) at the 400 (Senior) level. The smallest number of diversity-related courses are positioned at the 100 (Frosh) level (13%, 72) and 200 (Sophomore) level (15%, 87) (the front book ends). A conversation needs to occur around an intentional curricular strategy for having diversity-related course offerings at each student level or diversity curricular thematization (or life-staging diversity) throughout a student's educational journey at MSUM.



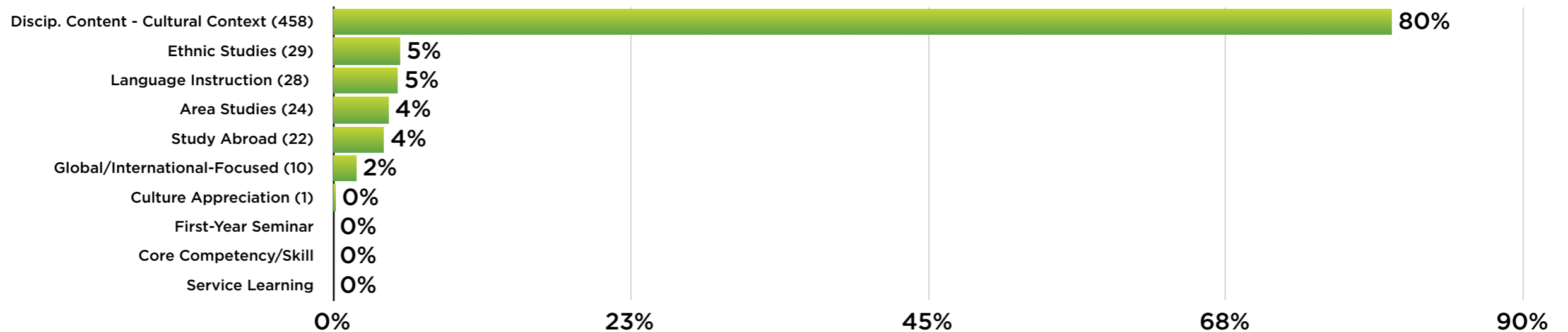
# Diversity by Course Type

Our team examined diversity-related courses according to the type of course offered: Core Content, Disciplinary Content Applied to a Cultural Context, Language Instruction, Area Studies, Ethnic Studies, or Cultural Appreciation.

- The majority of the diversity-related courses are disciplinary content courses applied to cultural contexts (80%, 458). This indicated that issues of culture, intercultural competency, and diversity are being addressed in disciplinary core subject matter across the university which is a promising sign of curricular integration and breadth of diversity engagement in courses.
- Interestingly enough, the second largest grouping of courses is based in Ethnic Studies content which

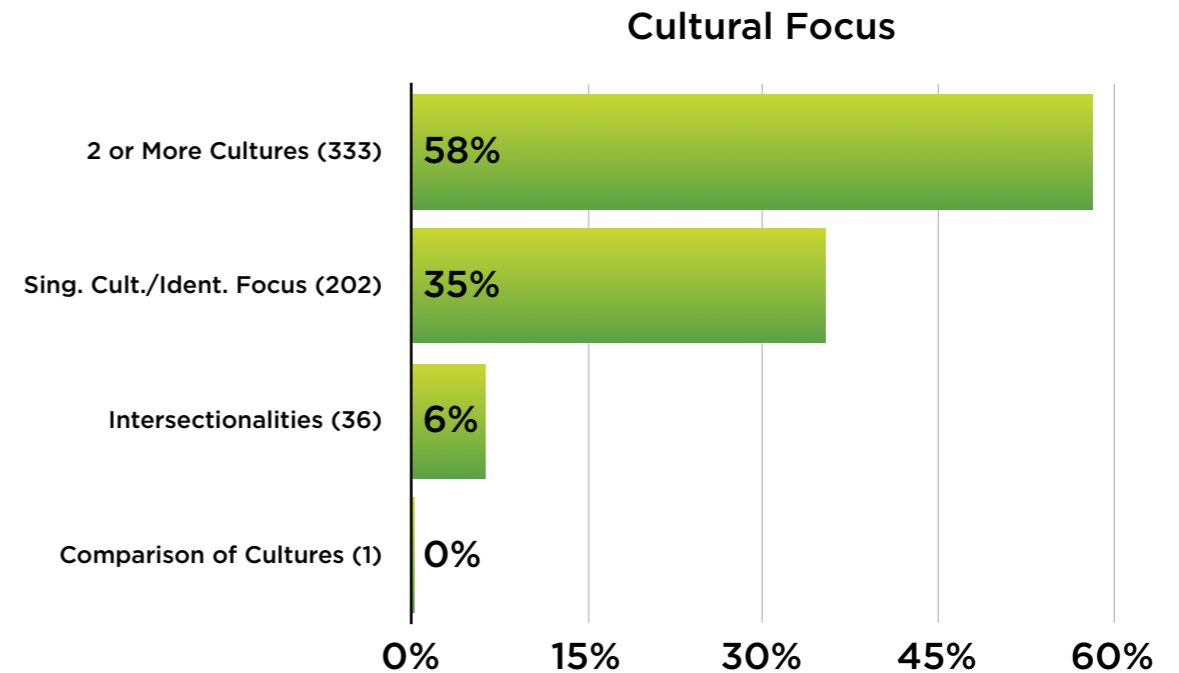
addresses the racialized, gendered, sexualized, “Othered,” power-based differences and societal inequalities that are part of culture and diversity. These types of courses are important to students’ diversity education. Another second largest grouping lies in language instruction courses which may not necessarily touch on issues of history, power, or structural conditions. Thus, this signals an opportunity for MSUM to consider the types of diversity-related courses it has and if it spans across all forms of differences for their students. MSUM should also keep in mind that completing a language course indeed enhances our education but it not does not completely fulfill a diversity curricular requirement.

UG - Course Type



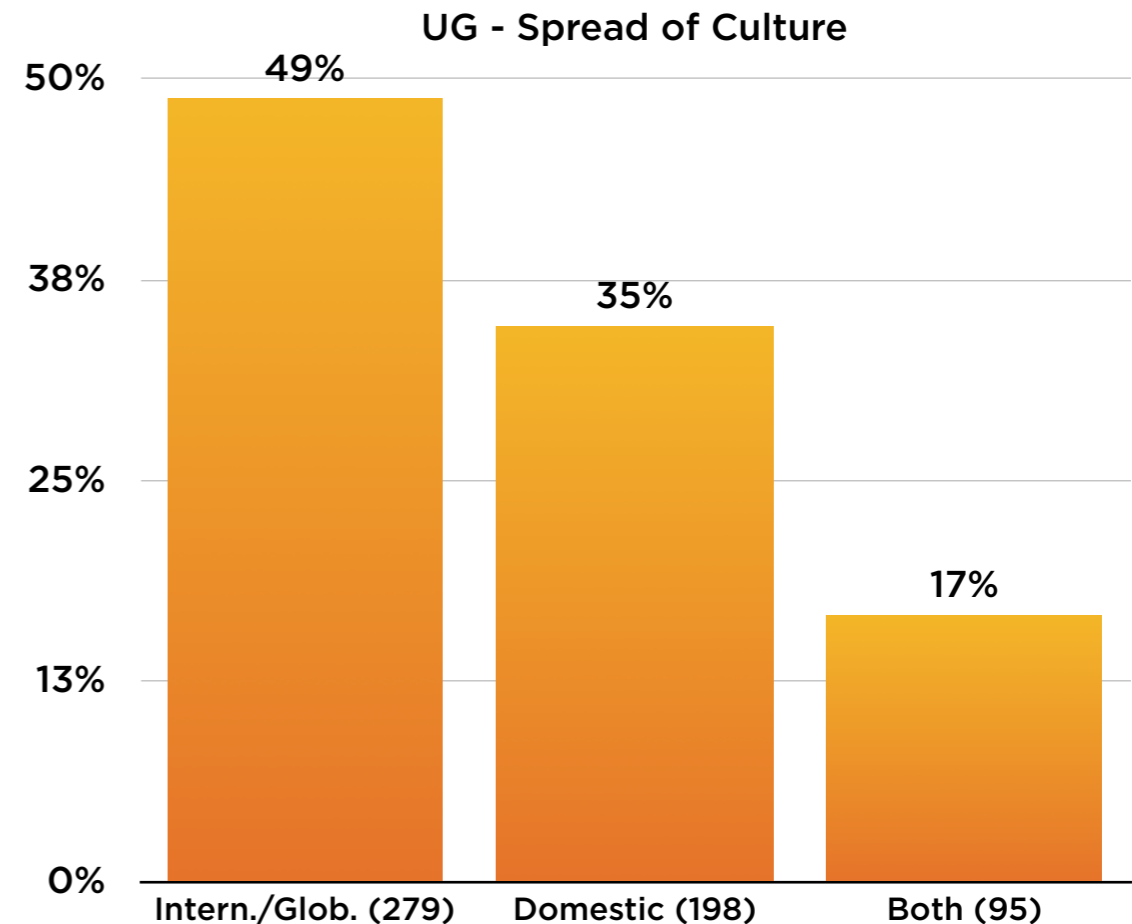
# Cultural Focus: 2 or More Cultures; Singular Culture/Identity, Comparison of Cultures, Intersectionalities)

- The majority of diversity-related courses focus on 2 or more cultures (58%, 333) in comparison to those that focus on a single culture/identity (35%, 202). This finding indicates that MSUM predominantly highlights frameworks that connect to multiple cultures as opposed to engaging in specialized coverage of individual cultures. An intentional curricular strategy that connects these two foci and the ensuing dialogue that occurs between culture-general and culture-specific forms of knowledge, should be explored.



# Spread of Culture: International/Global, Domestic

- The topical/content coverage spread of the diversity-related undergraduate courses mostly highlights the “International/Global” (49%, 279) as opposed to the “Domestic” (35%, 198) (local, regional, national U.S. issues of difference on race, ethnicity, socioeconomic class, gender, sexual orientation, age, generation, disability). MSUM needs a more balanced approach to framing culture in both domestic and intercultural contexts. Such a practice will surely equip students with the perspectives and skills to serve diverse communities. The connections and interworkings of both the global and domestic aspects of culture should be more fully explored by MSUM in terms of the power dynamics and historical contexts that fuel and link both of these dynamics. Dr. Yolanda Moses of UC Riverside has proffered substantial research in connecting global and domestic contexts of culture, diversity, and power.

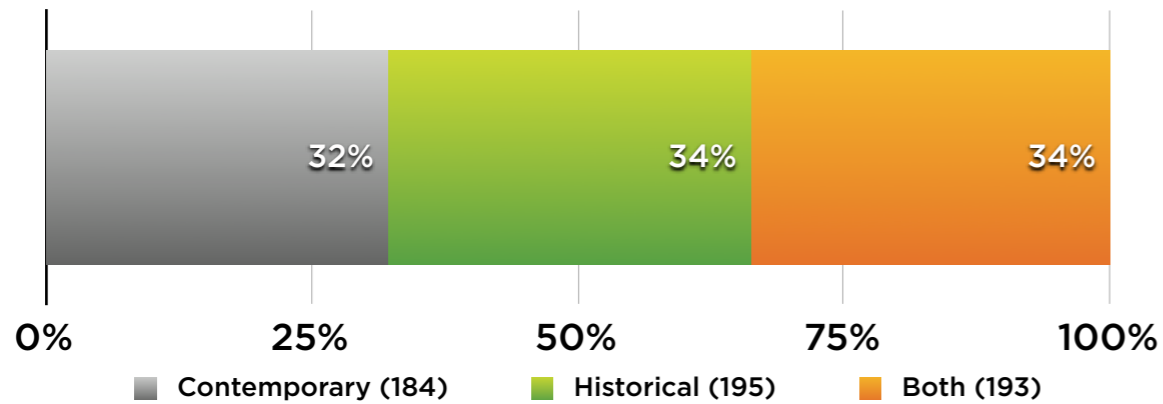


*\*Percentages affected by common rounding error.*

# Temporality of Culture: Contemporary, Historical

- We found that, in terms of covering the temporality of culture, the diversity-related courses feature a blended focus on the contemporary (present-day topics, experiences, content) (32%, 184) aspect and the historical (past topics, experiences, content) (34%, 195) aspect of culture and in terms of both aspects (34%, 193).

UG - Temporality of Culture

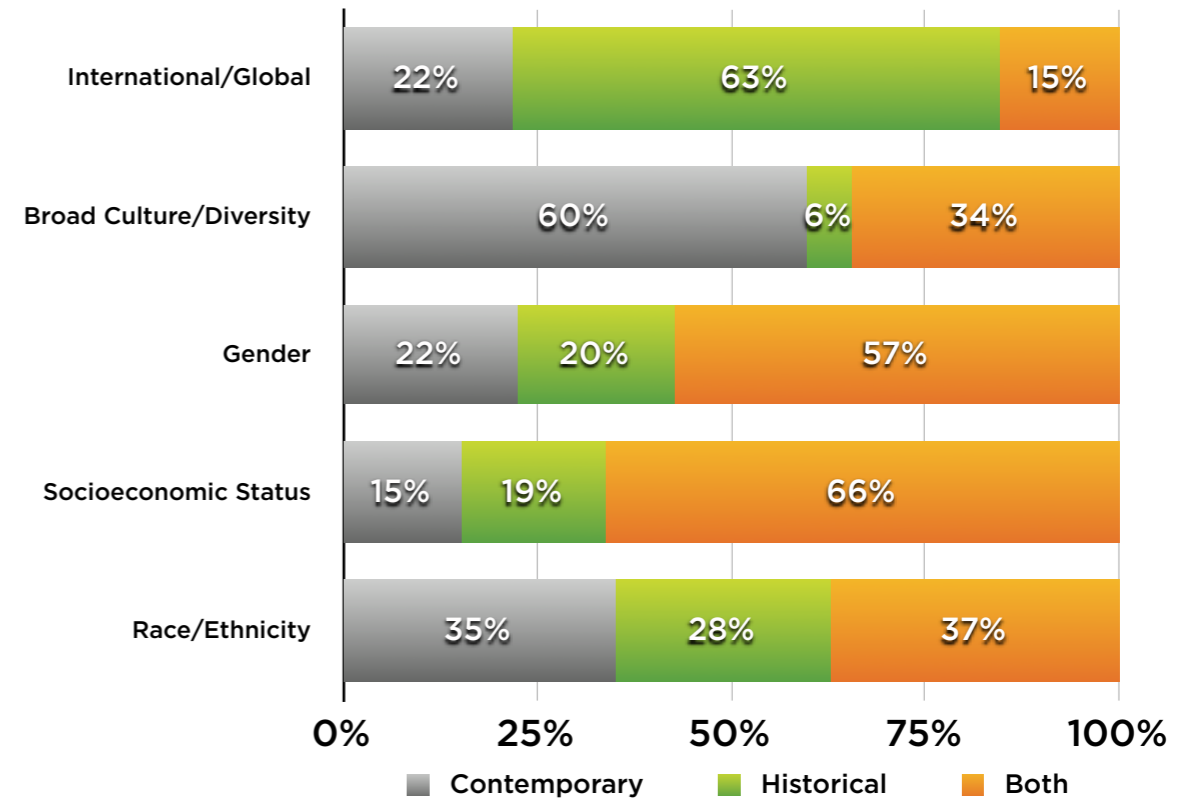


- It would be interesting to see what kinds of associations and sense-makings students leave with at the end of their coursework in terms of specific cultures and groups they have learned about and their understanding of the historical and contemporary issues that inform those groups' experiences. Or if in fact a specific temporality dominates their understandings of specific cultural contexts and groups (for e.g., a "historical" framing of Europe and Asia versus a "contemporary" framing of the U.S., which often reinforces cultural stereotypes) depending on the type of diversity course

exposures at MSUM. We also found that the courses that frame historical aspects of culture the most do so in terms of "International/Global" framings.

- This finding indicates that MSUM may be connecting global contexts and dynamics to historical situated frameworks and possibly to issues of power; this area should be examined further.

Definition of Diversity - Temporality of Culture

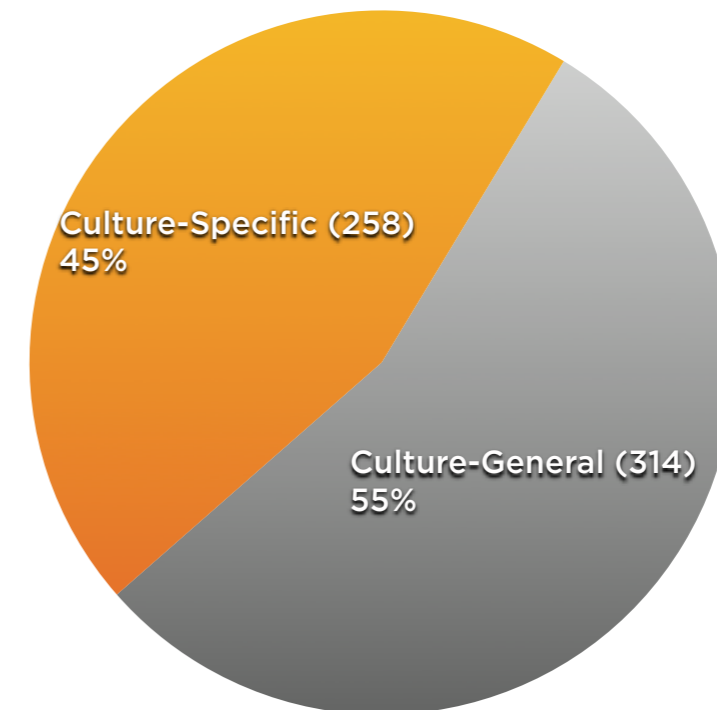




# Cultural Specificity: Culture-General or Culture-Specific

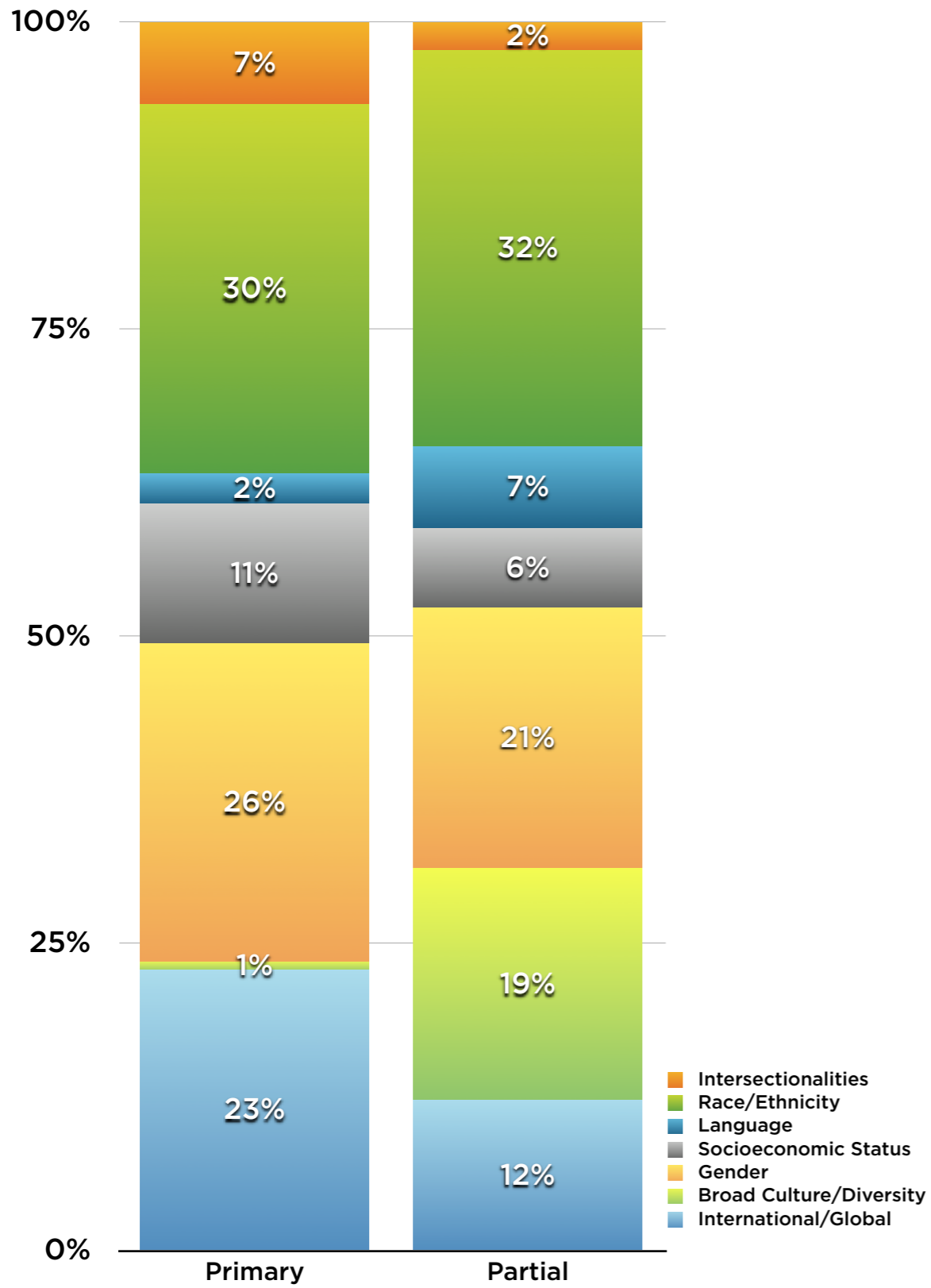
- The diversity-related undergraduate courses at MSUM feature slightly more of a cultural-general focus (55%, 314) than a culture-specific focus (45%, 258) on diversity.
- This means that these courses highlight more of a general, larger view of cultures and diversity than a specific view from within a culture. Such a blended approach provides an understanding of larger intercultural mindsets, practices, and behaviors that are adaptable to cultures at hand rather than grounding cultures in their own historical and political contexts.
- We encourage MSUM to continue examine this slight disparity and to assess the kind of student learning that occurs around culture-general (etic) and culture-specific (emic) frameworks and epistemologies.

UG - Cultural Specificity





Level of Focus - Definitions of Diversity



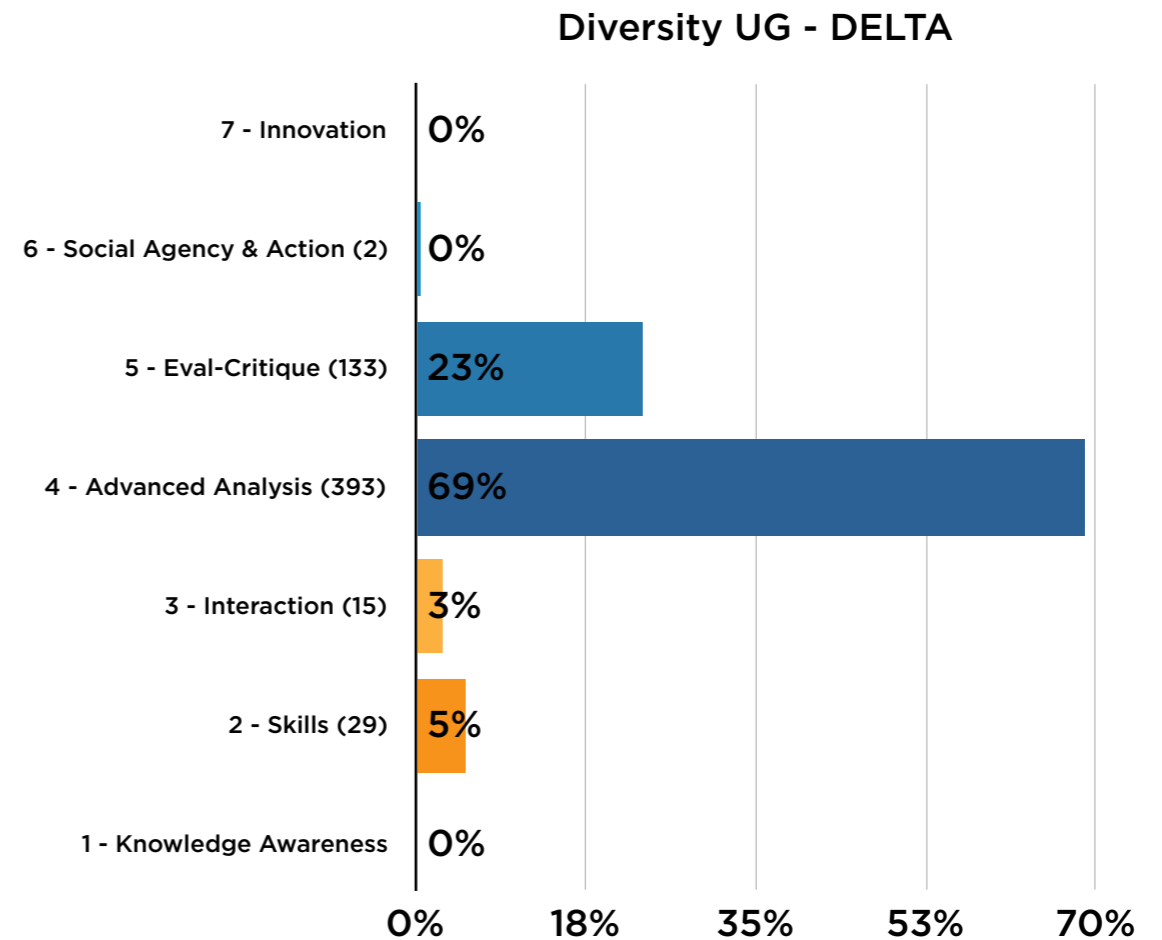
# Diversity Engagement/Learning Taxonomy Assessment (DELTA)

- The majority of the identified diversity-related courses top out at the highest level of DELTA Level 4 - Advanced Analysis (69%, 393), followed by DELTA Level 5 - Evaluation-Critique (23%, 133). The highest DELTA levels (6, 7) are not touched upon at all with most courses reaching DELTA Level 4 - Advanced Analysis (69%, 393).
- We also noted that the courses that reached DELTA Level 5 touched on more varied and complex constructions of diversity such as Intersectionalities. Engaging students on issues of power as it relates to DELTA Level 5 - Evaluation-Critique is key to fully preparing them to re-imagine the social world, creatively, compassionately, and effectively solve intercultural challenges, advocate for social change, and to do what MSUM strives for: creating thoughtful leaders committed to serve and transform the world. In order to do this, a strategy for reaching DELTA levels 5, 6, and 7 should be life-staged or for example, designed into every course or at least every course of each student's course load per year.

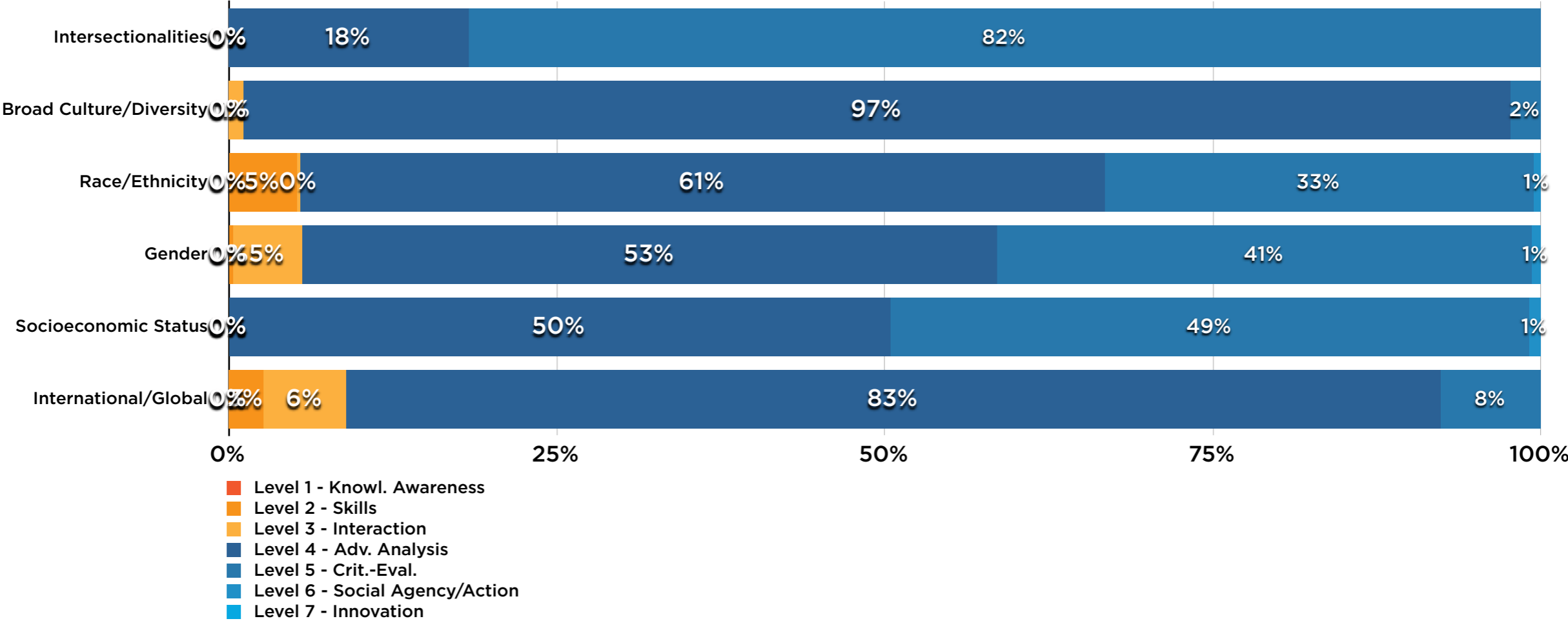


Figure 5.2 DELTA levels descriptions

- Though we raise a key question here as MSUM ponders this possibility: To what extent are beginning students (first and second year) equipped (emotionally, cognitively) to engage DELTA Level 5 - Critique-Evaluation of Power Differences? Is such an engagement better suited to the upper division courses and learning pathways? What is MSUM's roll out plan for intentionally designing a curriculum around diversity engagement?



### Definition of Culture - DELTA



# Diversity-Related Liberal Arts and Sciences Curriculum (LASC) Courses

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General education requirements present opportunities for focused diversity content that may otherwise not be a part of students' curricular experience. For this reason, Halualani & Associates looked specifically at MSUM's LASC courses to determine the quantity and quality of diversity related courses in each area and at each course level, the ways that diversity is approached, and how deeply diversity is engaged. From this data, we can project the quality of student exposure to required diversity content.

*\*Please note that graphic representations of the data may be affected by common rounding error. All raw data calculations have been verified in our analysis.*

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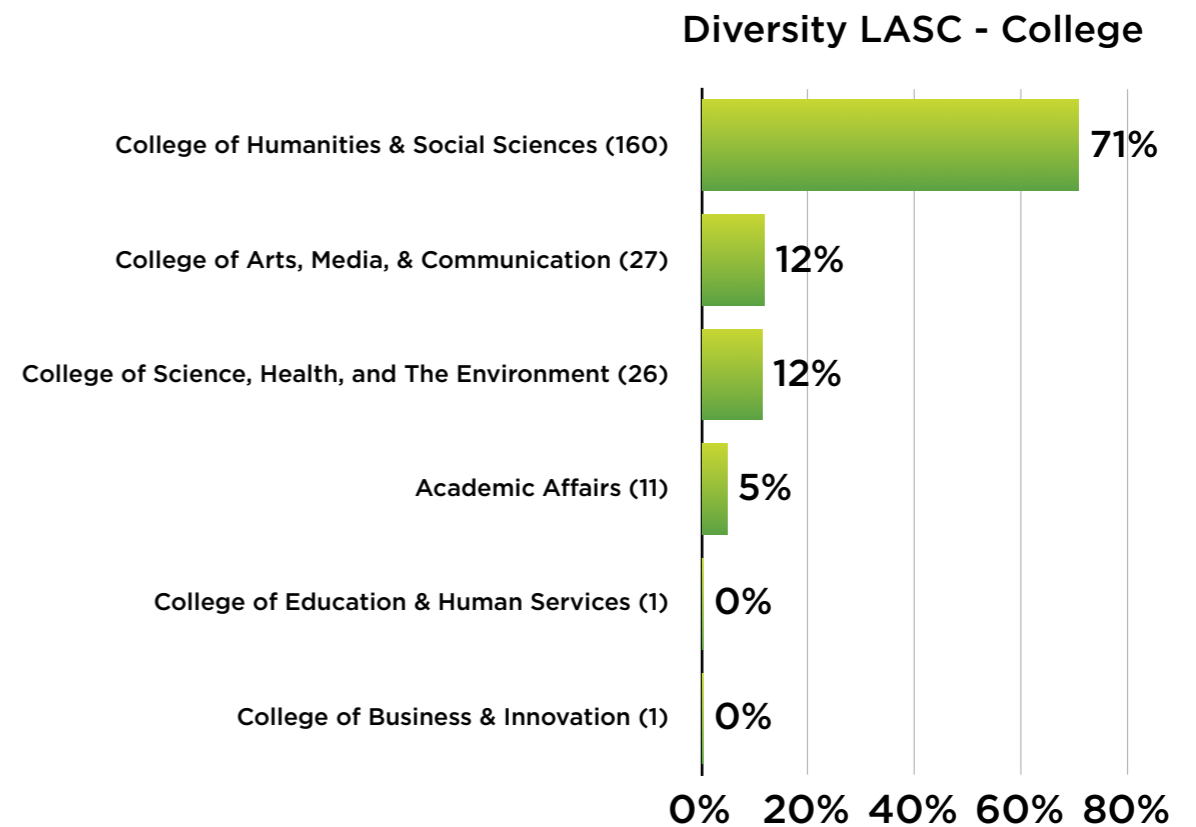
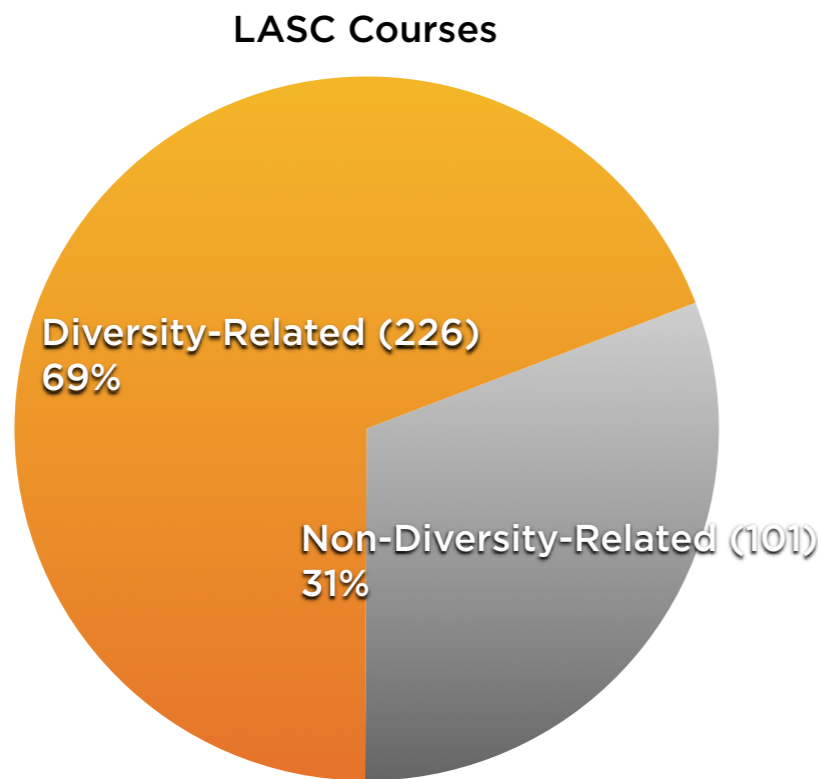
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Additionally, you can view the authorship credits for this research by swiping right from the Chapter 1 table of contents.

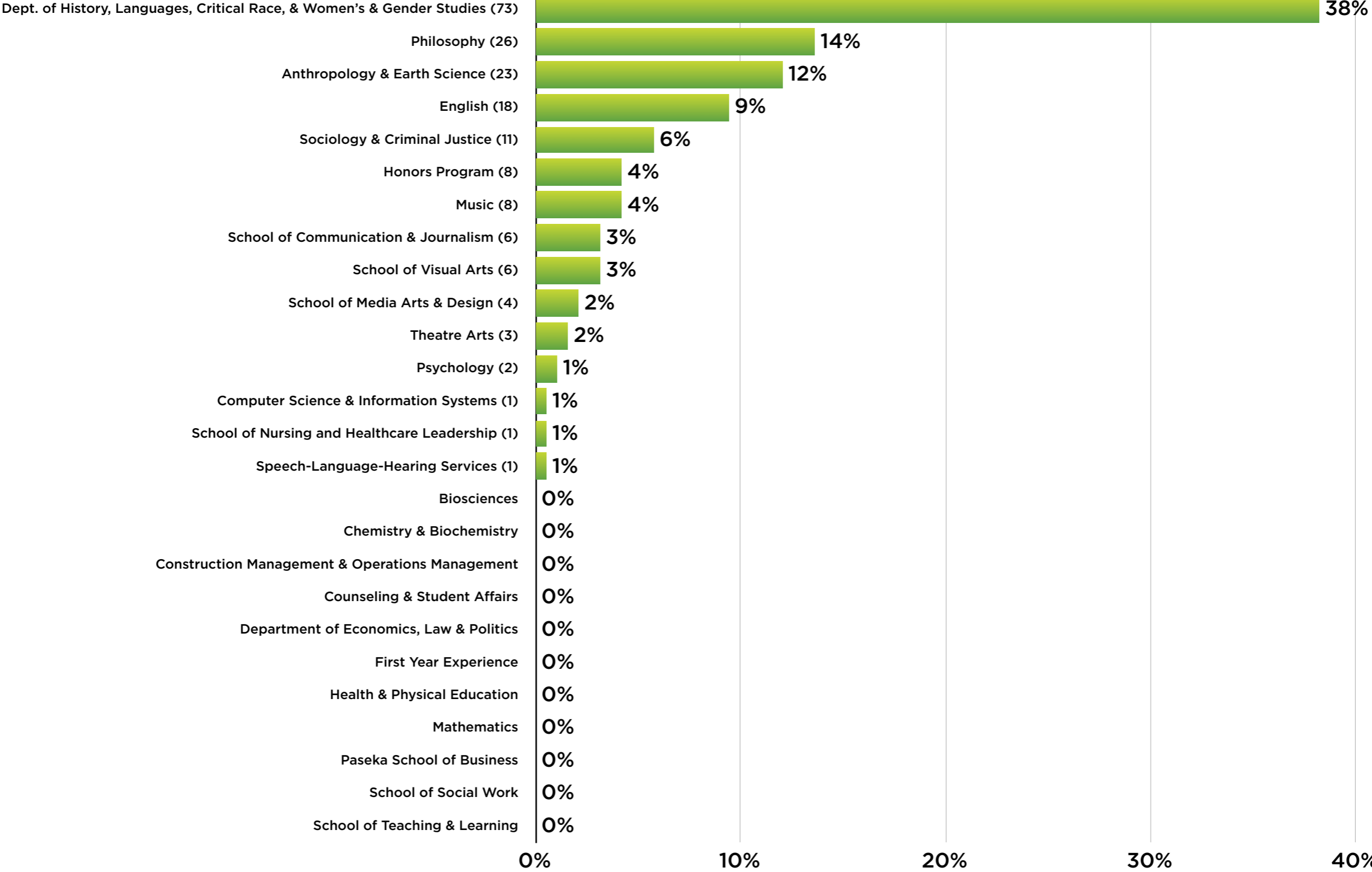
# Liberal Arts and Sciences Curriculum (LASC) courses in the Minnesota State University Moorhead

- There are 226 diversity-related courses in the Liberal Arts and Sciences curriculum (hereafter LASC) at MSUM which constitutes 69% of the entire LASC curriculum. These courses are mostly located in the College of Humanities & Social Sciences (71%, 160) and the Department of History, Languages, Critical Race & Women’s and Gender Studies (38%, 171).

- These disciplines represent the usual providers of General Education courses in terms of the disciplinary content featured in those courses, and highlight that content experts are indeed involved in General Education at MSUM. However, MSUM should explore if there should be more curricular integration across the LASC courses in all of the goal areas so that diversity is strewn in multidimensional ways.



### Diversity LASC - School/Department

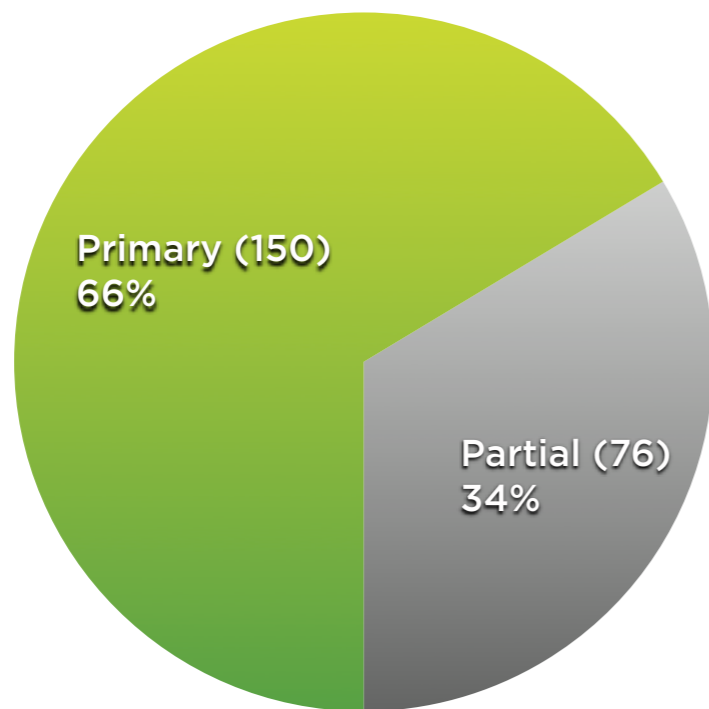




# Level of Focus: Primary or Partial Diversity-Related LASC Courses

- Our team found that there are 134 diversity-related LASC courses with 66% (150) as “primary” and 34% (76) as “partial.”

LASC - Level of Focus



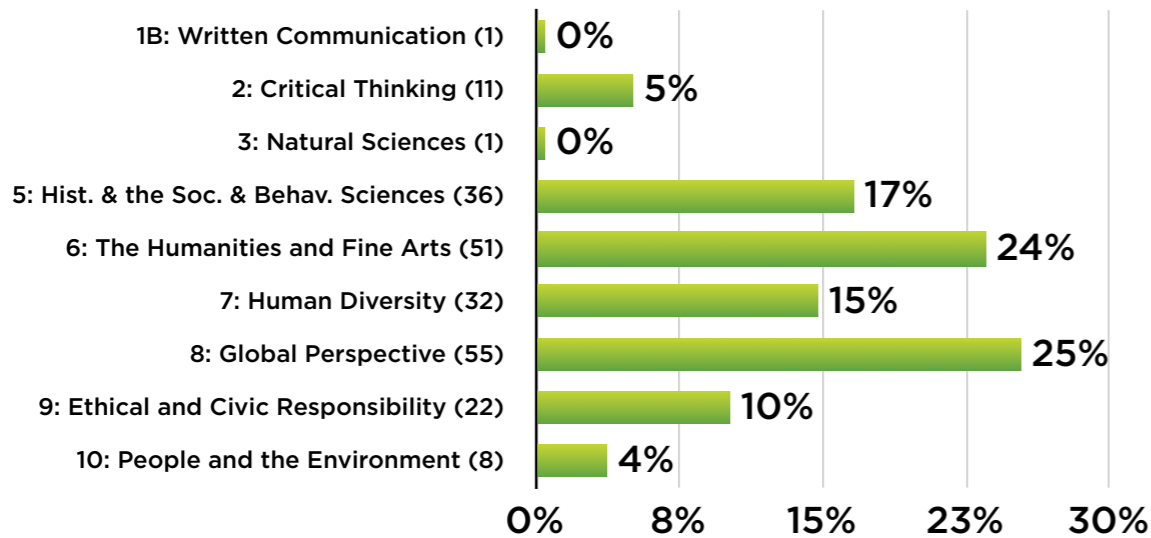
- Thus, the diversity-related course offerings are predominantly covering core diversity subject matter in the LASC curriculum. However, there are no integrated diversity-related LASC courses, which means that breadth of diversity issues in relation to multiple contexts and non-diversity issues are NOT being addressed. MSUM should examine if a high quality of diversity depth and breadth coverage is being reached in these diversity-related LASC courses.

# LASC Goal Areas

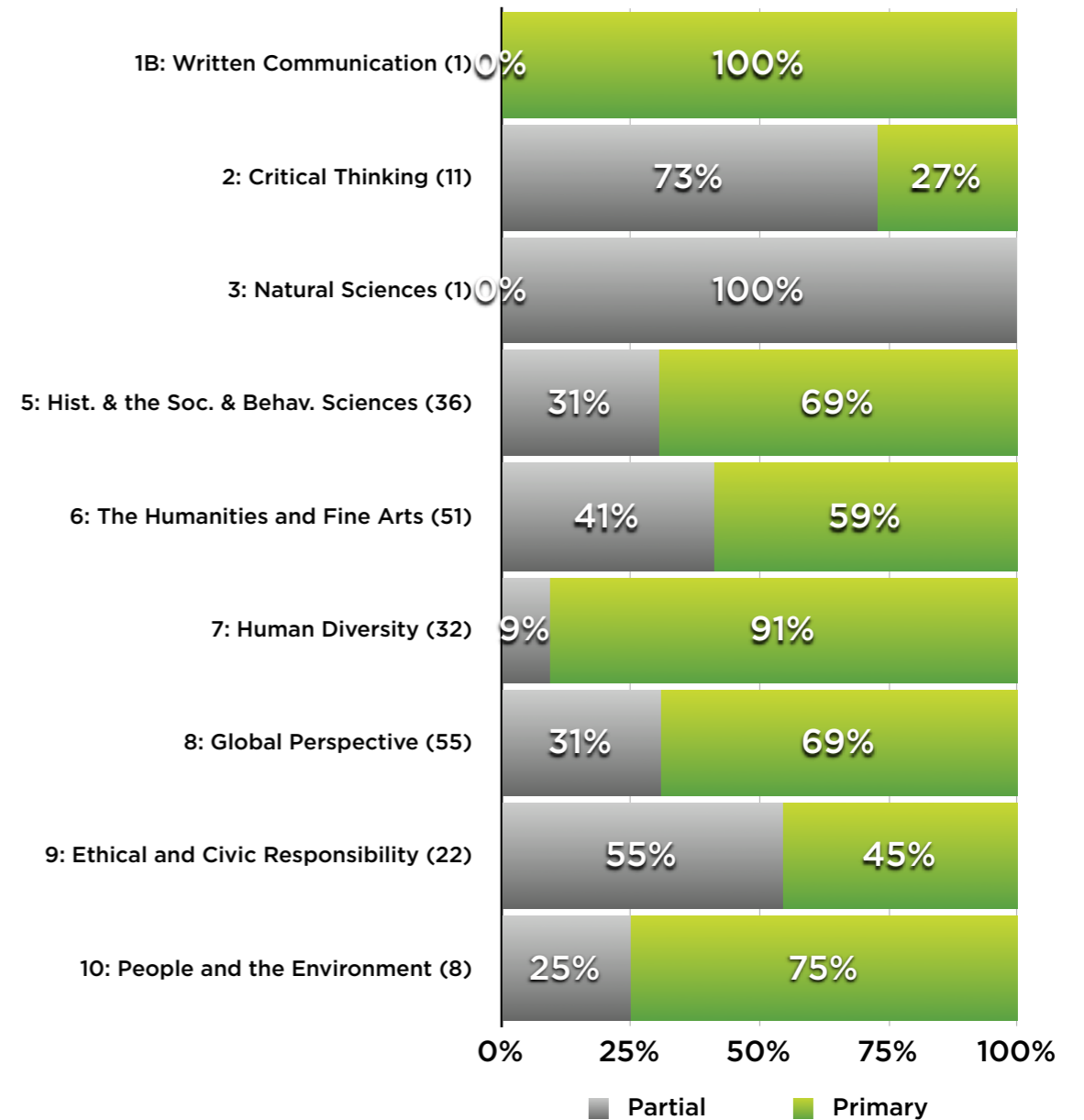
Our team examined the different LASC goal areas of the entire LASC curriculum.

- We found that the Goal Area 8: Global Perspective and Goal Area 6: The Humanities and Fine Arts house the most diversity-related courses in the LASC curriculum. There is at least one diversity-related course in each LASC area except Goal Area 4: Mathematics & Logical Reasoning (and it should be noted that we have indeed witnessed the inclusion of diversity in several GE Mathematics courses around the country). In addition, the Goal Area 8: Global Perspective and Goal Area 6: The Humanities and Fine Arts house the most primary diversity-related courses throughout the LASC curriculum.

Diversity LASC Goal Areas



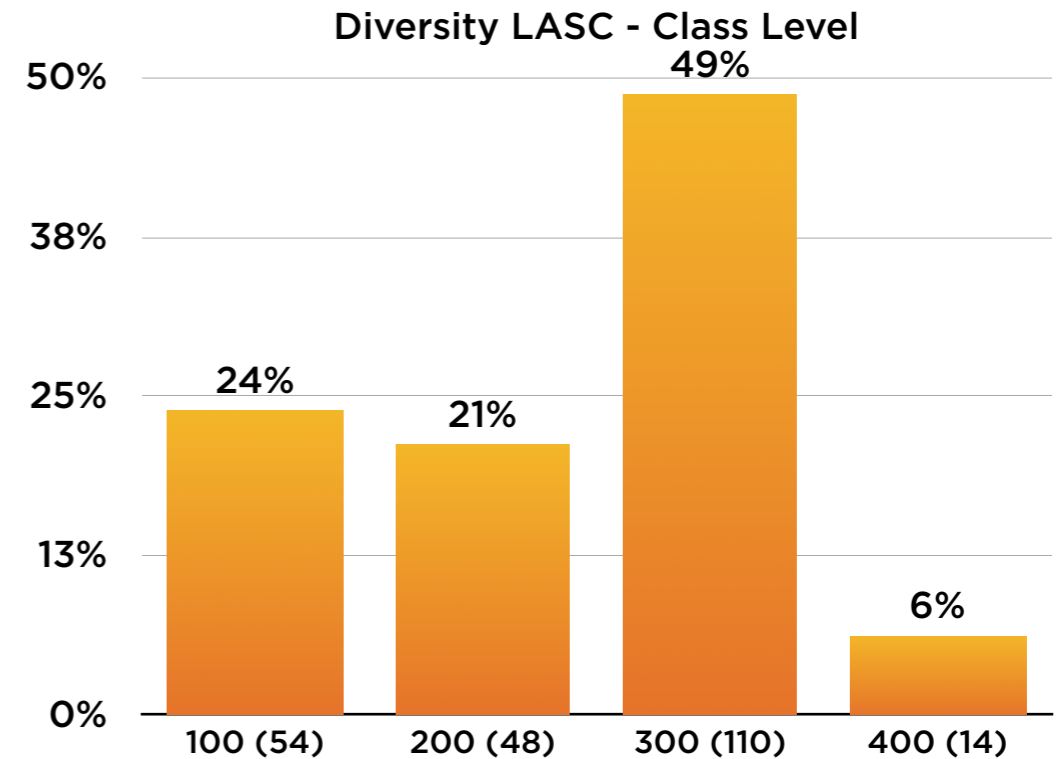
LASC Goal Areas - Level of Focus



# Class Level

Our team examined the class level of the identified diversity-related LASC courses.

- We found that the largest percentage (49%, 110) of LASC courses at MSUM are at the 300 (Third Year - Junior) level, followed by 24% (54) at the 100 level (First Year - Frosh). The smallest number (6%, 14) of LASC courses is positioned at the 400 (Fourth Year) level.
- An opportunity exists for MSUM to create an intentional curricular strategy for having diversity-related LASC offerings at each student level or diversity curricular thematization (or life-staging diversity) throughout a student's educational journey at MSUM. In addition, no LASC area offers balanced coverage of diversity-related courses at all class levels.



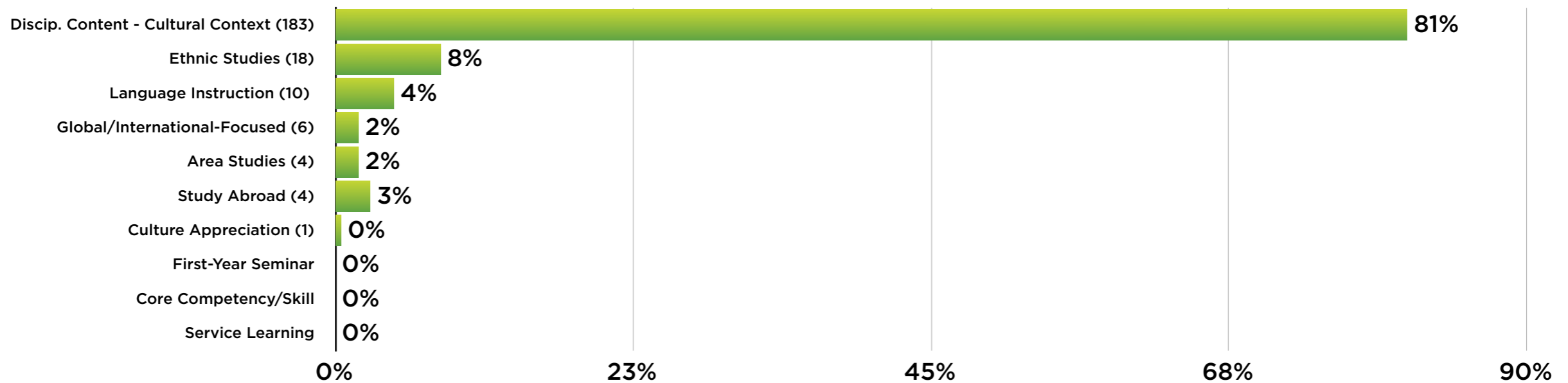
# Diversity by Course Type

Our team examined diversity-related LASC courses according to the type of course offered: Core Content, Disciplinary Content Applied to a Cultural Context, Language Instruction, Area Studies, Ethnic Studies, or Cultural Appreciation.

- The majority of the LASC diversity-related courses are disciplinary content courses applied to cultural contexts (81%, 183), followed by Ethnic Studies content courses (8%, 18).

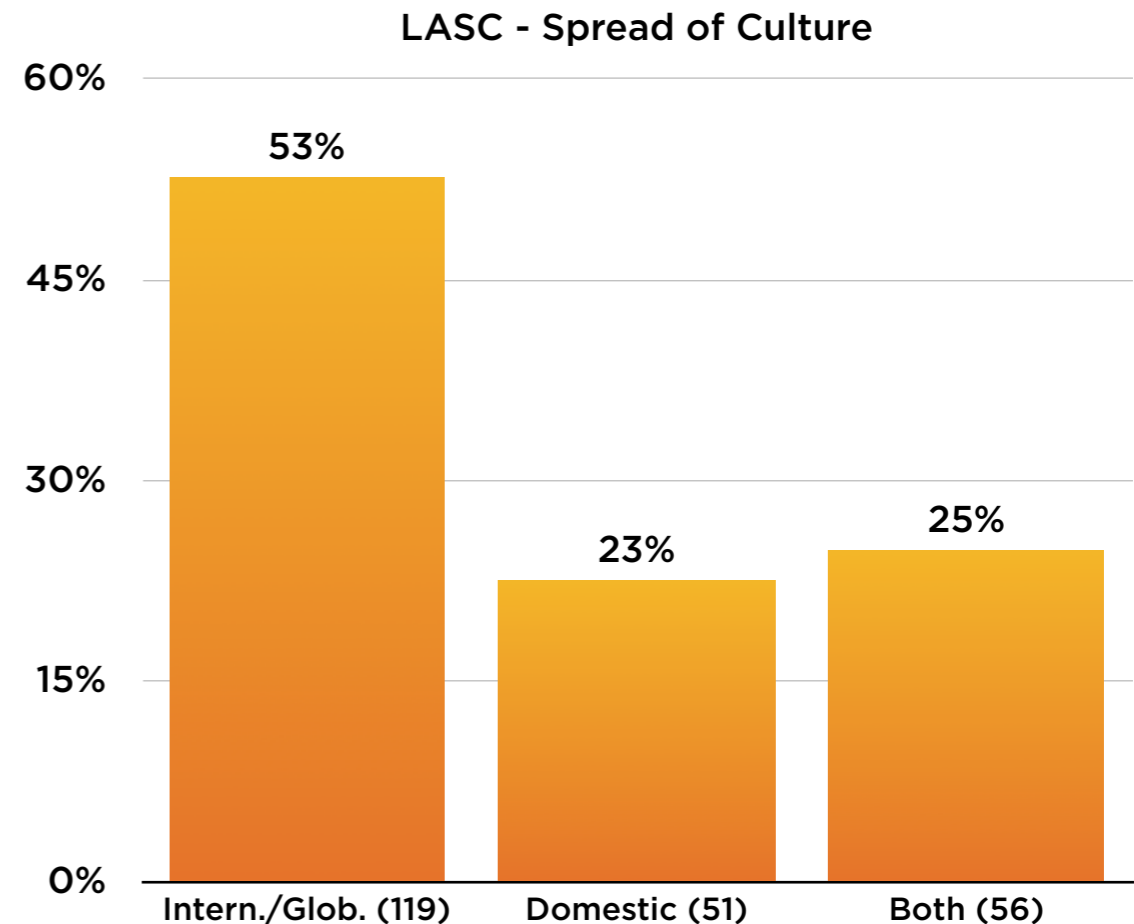
- This indicates that issues of culture and diversity in LASC courses are being addressed in disciplinary core subject matter across the university which is a promising sign of possible future curricular integration and breadth of diversity engagement in courses in the major. It also appears that the current LASC curriculum does somewhat engage diversity in relation to domestic diversity contexts as well as structured inequalities through the second grouping – the Ethnic Studies content courses. However, it remains to be seen how much of the disciplinary content courses fully touch upon the domestic, structural, and power-based issues that constitute diversity education.

LASC - Course Type



# Spread of Culture: International/Global, Domestic

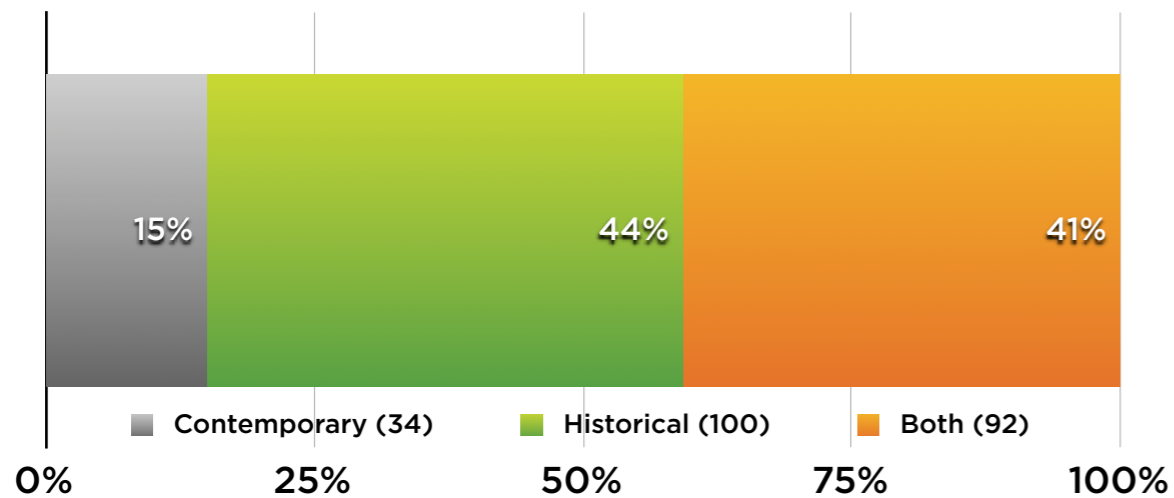
- The topical/content coverage spread of the diversity-related courses highlights a predominant focus on “International/Global” (53%, 119) rather than on “Domestic” (local, regional, national U.S. issues of difference on race, ethnicity, socioeconomic class, gender) (23%, 51).
- Thus, MSUM does NOT have an equal blend of a coverage focus on “International/Global” and U.S. “Domestic” diversity contexts. Further examination of all LASC areas should be conducted. Is it the goal of General Education at MSUM to cover that dynamic between the “Global/International” and U.S. “Domestic” diversity contexts? And if so, how is this dynamic approached and covered? Or why aren’t there more approved LASC courses that focus on U.S. domestic issues so that historically specific issues of racialization, power differences, societal inequalities, and U.S. framings/containment of oppressions can take the spotlight? And why don’t extant LASC courses highlight dynamics of power in relation to global forces and dynamics? These questions need to be explored by MSUM faculty and students to strengthen the entire General Education program.



# Temporality of Culture: Contemporary, Historical

- We found that in terms of covering the temporality of culture, about 85% of the LASC diversity-related courses feature a blended focus on the historical (past day topics, experiences, content) (44%, 100) and on both the historical and contemporary (present-day topics, experiences, content) (41%, 91) aspects of culture.

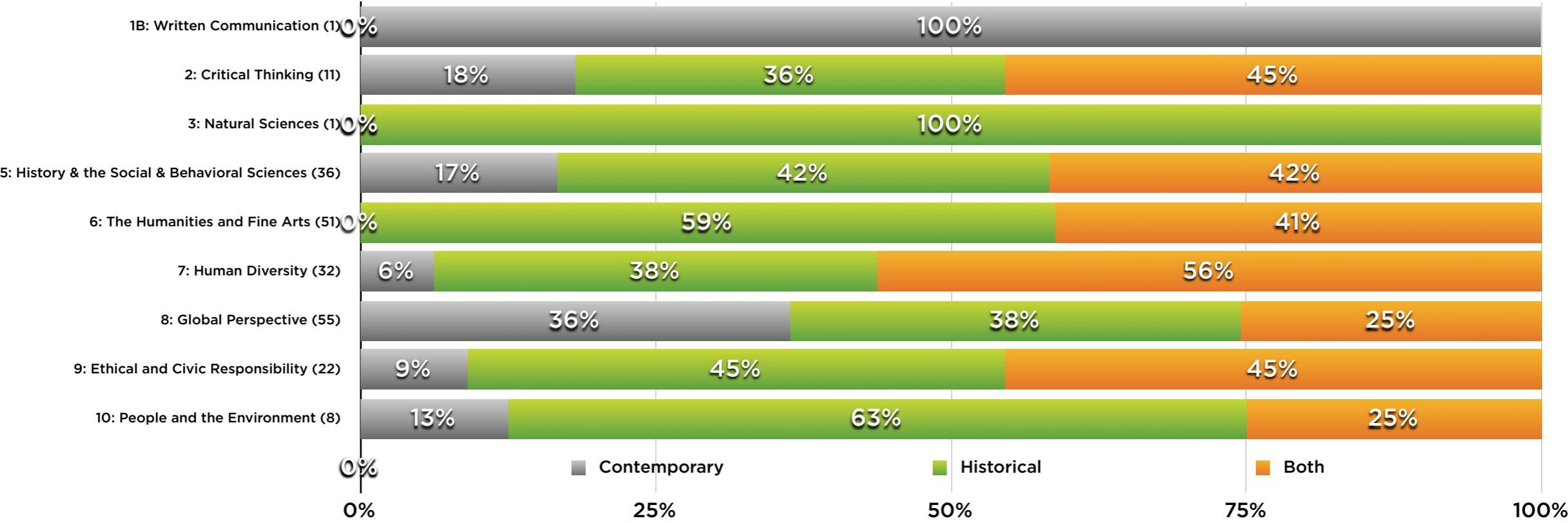
**LASC - Temporality of Culture**



- LASC diversity-related courses are especially well suited to address the lack of historical knowledge and placement that we as a society have about other cultural groups and especially those that have been marginalized in the past. Students' knowledge of diversity and cultural groups need to be historically grounded in the past and how such happenings have shaped the contemporary identities, experiences, and discourses associated with those groups and communities. A contemporary focus is also important to connect the historical persistencies into the present day.

- In addition, the two goal areas with the most diversity-related LASC courses — Goal 8: Global Perspective and Goal 6: The Humanities and the Fine Arts — feature a blended approach of these temporalities in comparison to the other LASC areas. The Goal 8: Global Perspective LASC area had more of the contemporary focus on culture than on the historical dimensions.

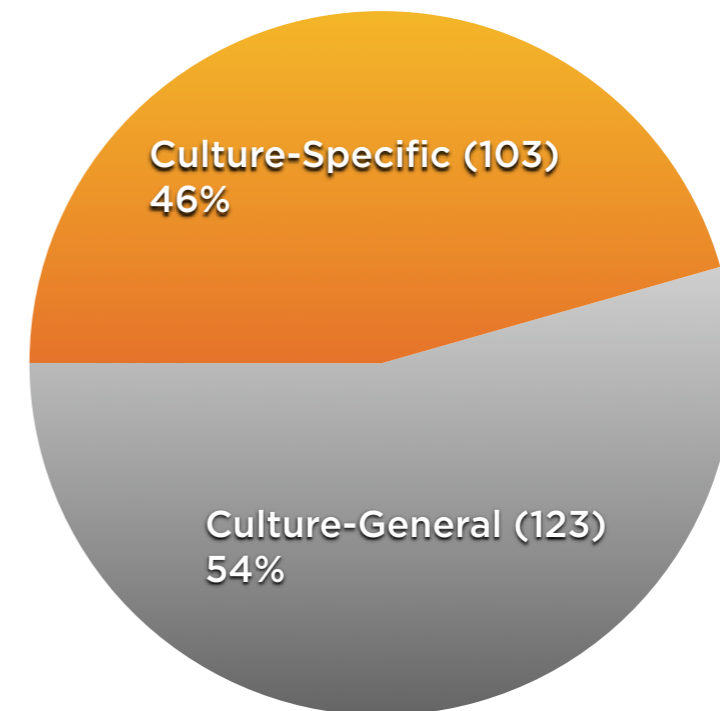
### LASC Goal Areas - Temporality of Culture



# Cultural Specificity: Culture-General or Culture-Specific

- 54% (123) focus on a culture-general view of diversity while 46% (103) of LASC diversity-related courses at MSUM feature a cultural-specific approach. This means that these courses highlight a more generalized, external, and etic view of cultures and diversity.
- This finding departs from the intended curricular architecture and design of General Education diversity-related courses as honing in on specific diverse groups in the U.S. (such as racial/ethnic groups, women, gay, lesbian, bisexual, and transgender communities, non-Western religious groups) that may need more singular treatment for knowledge awareness and advanced analysis in terms of a specific group's historical and sociopolitical contexts.
- A key question is the extent to which all of the different marginalized groups in the U.S. are being covered in LASC diversity-related courses (which will be partially answered by the "Definitions of Diversity" analytical layer) and in terms of a culture-specific view. There also needs to be discussion about the quality of coverage in the more generalized courses that highlight the evolution of diversity in this country in terms of historical events, group experiences, interface with U.S. institutions and inequalities, and contemporary responses to this history.

LASC - Cultural Specificity



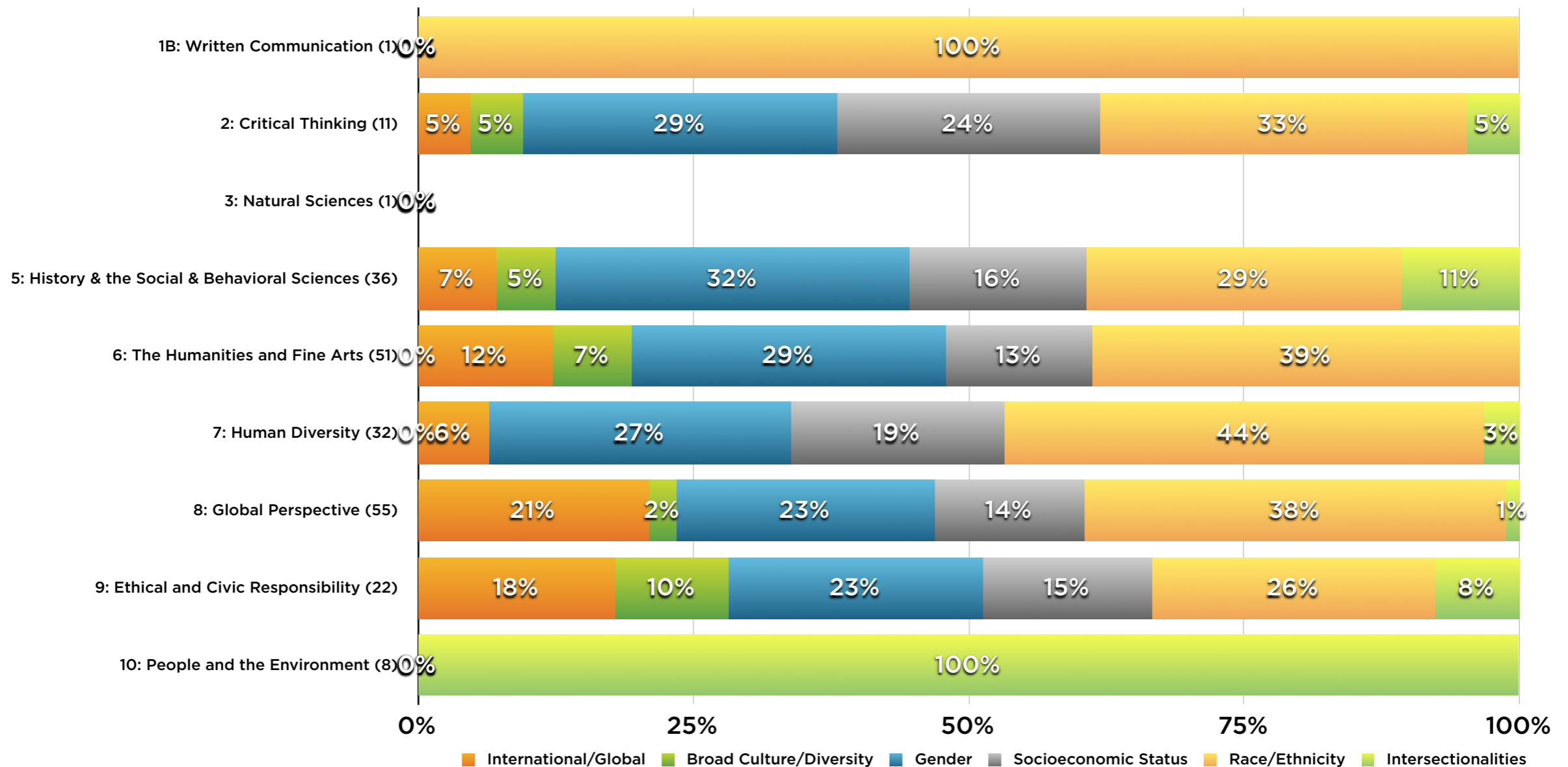




- While these framings showcase that MSUM's LASC curriculum covers the usual definitions of diversity (Race/Ethnicity, Gender, Socioeconomic Status), MSUM should re-engage this area and examine the extent to which neglected key differences/identities in the U.S. are covered or focused on in the LASC courses (and in terms of how much coverage) and if some identities deserve more specialized and singular focus in courses. As a

positive finding, LASC goal areas 5 (History & the Behavioral & Social Sciences), 6 (The Humanities & Fine Arts), 7 (Human Diversity), 8 (Global Perspective), and 9 (Ethical & Civic Responsibility) all feature a similar and varied range of key diversity framings (Race/Ethnicity, Gender, Socioeconomic Status) that constitute a true General Education vision.

LASC Goal Areas - Definition of Diversity

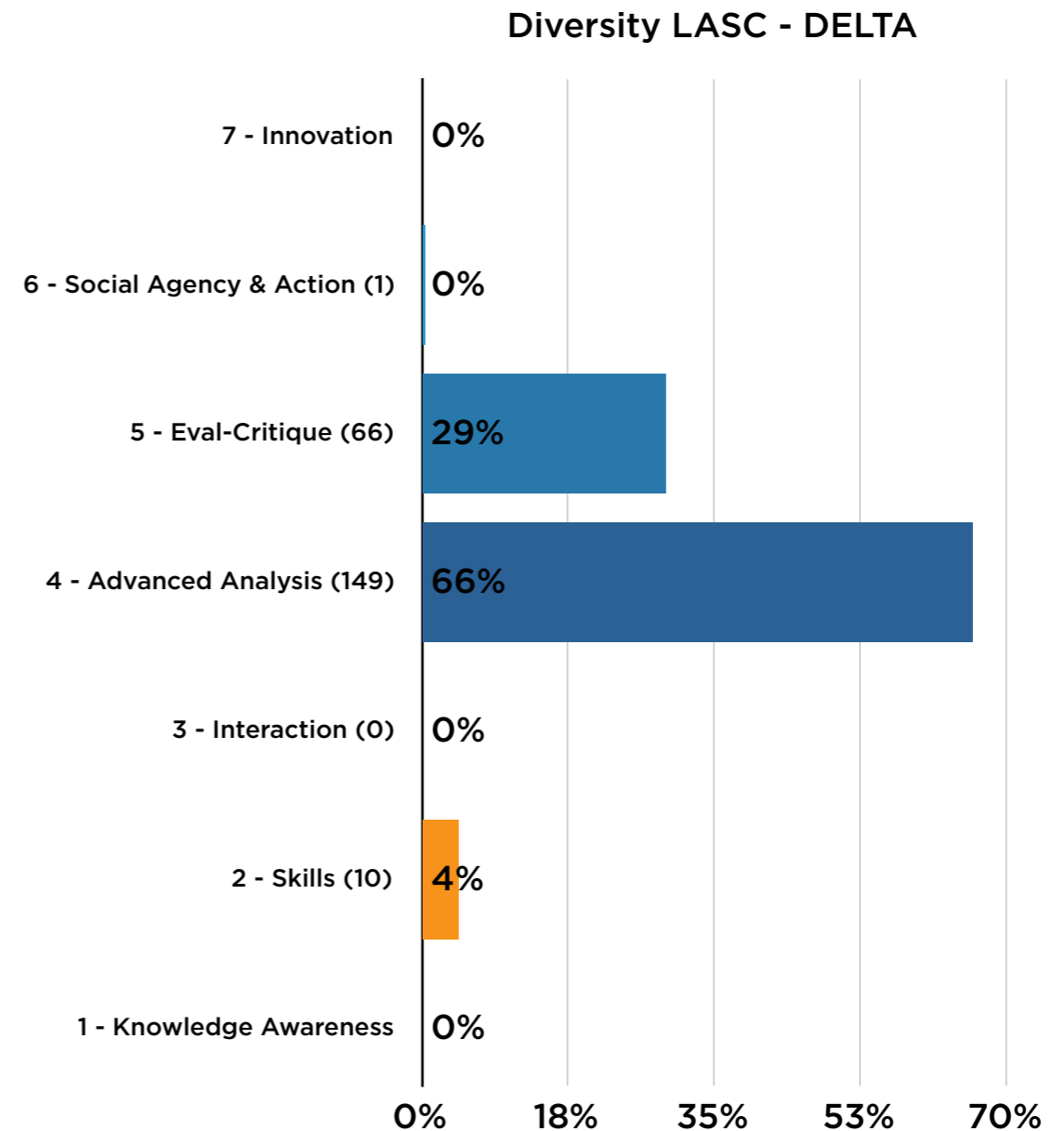


# Diversity Engagement/Learning Taxonomy Assessment (DELTA)

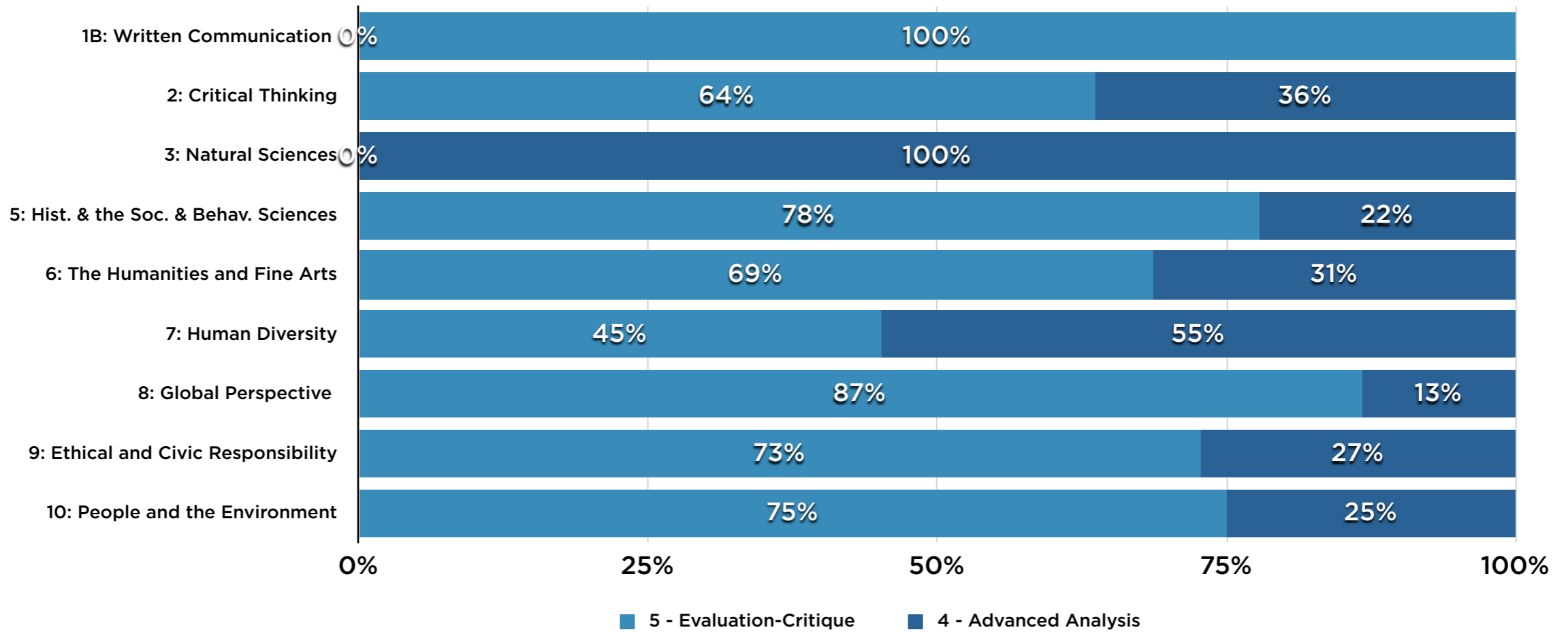
- As discussed previously, LASC diversity-related courses mostly top out at the highest level of DELTA Level 4 - Advanced Analysis (66%, 149) and DELTA Level 5 - Evaluation-Critique of Power Differences (29%, 66). The highest DELTA levels (6, 7) are minimally touched upon. LASC goal area 7 (Human Diversity) feature the most DELTA Level 5 - Evaluation-Critique of Power Differences.
- Ways in which to reach or embed more LASC courses with higher levels of DELTA (5, 6, 7) should be explored and pursued, especially when it comes to the area of social change, cultural transformation, and social advocacy and action.



Figure 6.2 DELTA levels descriptions



### LASC Goal Areas - DELTA



# Graduate Curricular Analysis

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This chapter features the findings about the diversity-related patterns in MSUM's graduate curriculum.

*\*Please note that graphic representations of the data may be affected by common rounding error. All raw data calculations have been verified in our analysis.*

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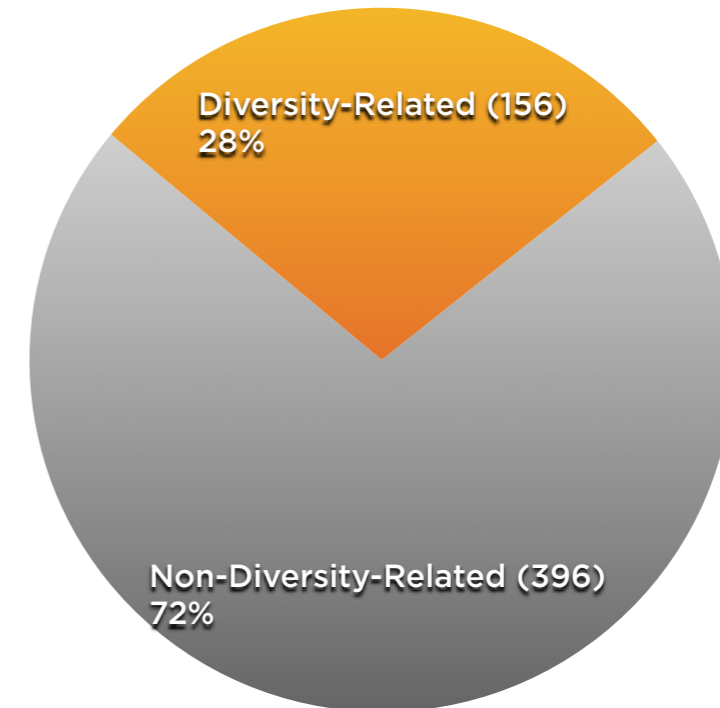
Additionally, you can view the authorship credits for this research by swiping right from the Chapter 1 table of contents.

# Percentages of Diversity-Related Graduate Courses

Our team needed to examine the curricular mappings and inventory for what these data revealed about the curricular priorities on campus. Because MSUM is an educational institution, it was essential to explore the kind of diversity approached in the graduate curriculum. The graduate curriculum features different types of course offerings (seminars, independent/research studies, and culminating research experiences such as theses and dissertations). As such, the role of diversity in MSUM's graduate curriculum is important to examine so as to understand how advanced graduate students are exposed to diversity.

- We found that 28% of the total university graduate curriculum represented diversity-related courses (for 156 diversity-related graduate courses).

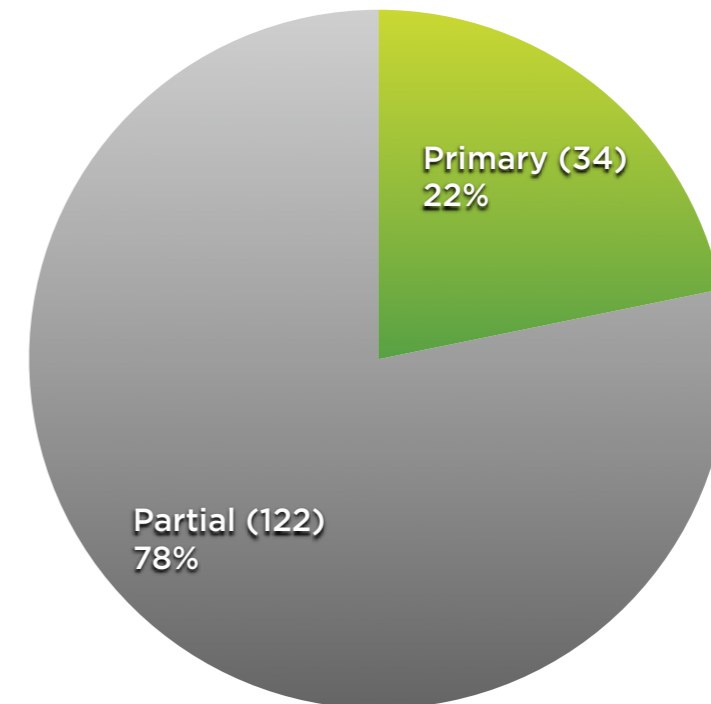
**Diversity-Related GR**



# Level of Focus: Primary or Partial Diversity-Related Graduate Courses

- Our team found that there are 156 diversity-related graduate courses with 78% (122) as “partial” and 22% (34) as “primary.” These diversity-related courses make up 28% of all graduate courses offered at MSUM.
- Thus, the vast majority of diversity-related graduate course offerings have embedded diversity content in relation to the core subject matter at hand and are partially focused on a diversity perspective. While we did not see the full integration of diversity content in these courses, we did notice that in certain departments (Education, Nursing, Social Work, Health Sciences), diversity is embedded in relation to the professional pathways and practice components. Such an observation is understandable given the nature of graduate curricula. Many graduate programs are framed around preparing graduate and credential students for professional pathways. Meaningfully integrating diversity and its layers (identity, intersectionalities, social justice, race/ethnicity, gender, socioeconomic class, political ideology, sexual orientation, disability, among others) into graduate courses is valuable so that all graduate students can see the connections between diversity and their areas of study. We strongly recommend the continued development and refinement of such diversity integration.

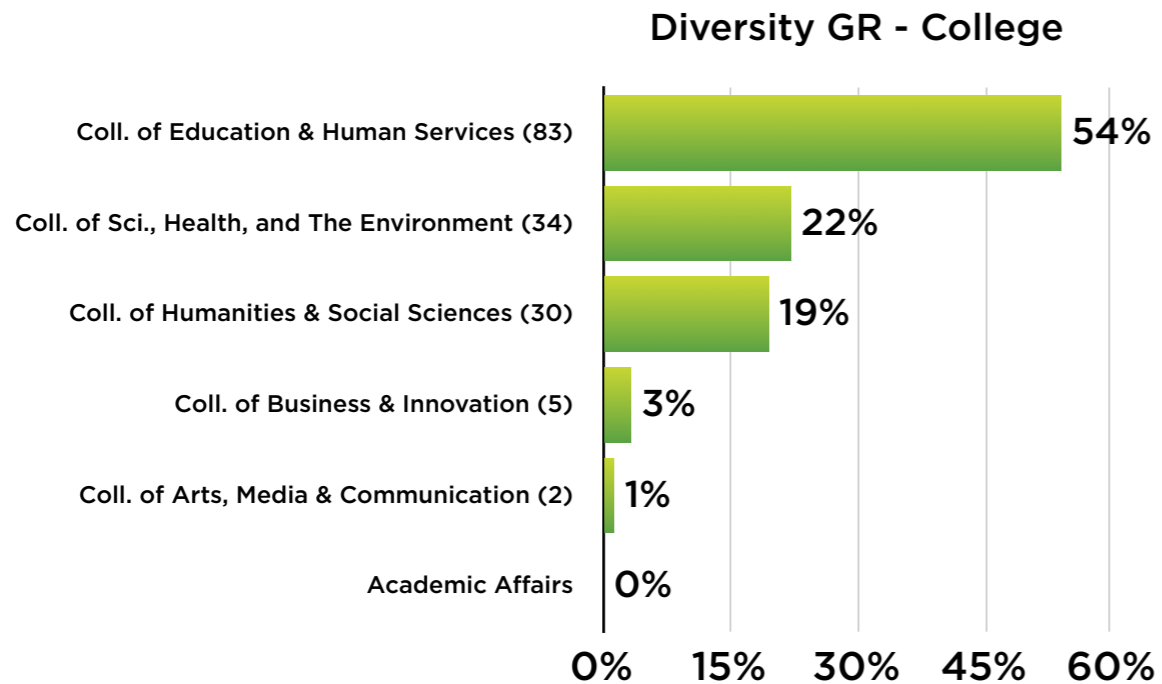
GR - Level of Focus



# Diversity-Related Courses By Department

- College of Education & Human Services (54%, 83) and College of Science, Health, and the Environment (22%, 34) house the majority of diversity-related graduate courses which confirms the previous page’s discussion about the intentional connection that specific disciplines make with regard to diversity. We urge caution in basing conclusions solely off of these numerical figures. Instead, the proportionality or the size of the academic program (and its encapsulated resources of budget and faculty -- FTEF) in relation to the curricular offerings, needs to be considered in terms of assessing the curricular output and “work” in the area of diversity of academic programs at MSUM.

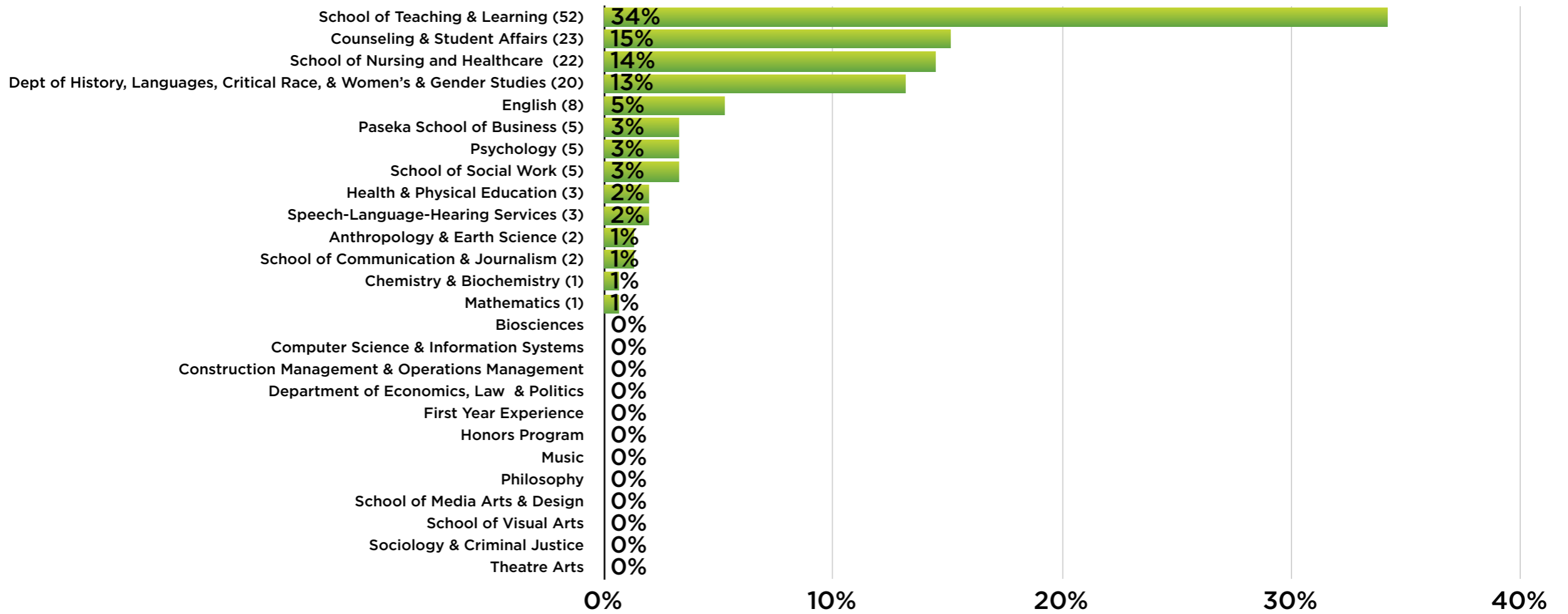
- We also encourage MSUM to examine the ways in which diversity content is incorporated into its graduate seminars as well as the types of inclusive pedagogical techniques employed by its graduate faculty. Questions that merit attention are as follows: To what extent is diversity generally framed in the graduate seminars as an external context? How is diversity framed in relation to disciplinary professional pathways: as one “diversity” size fits all or in relation to specific historically situated diverse identities and dynamics (gender in relation to race/ethnicity and socioeconomic class)? What are graduate students learning about diversity that prepares them for their future careers? How are these students engaging this topic in their seminars?



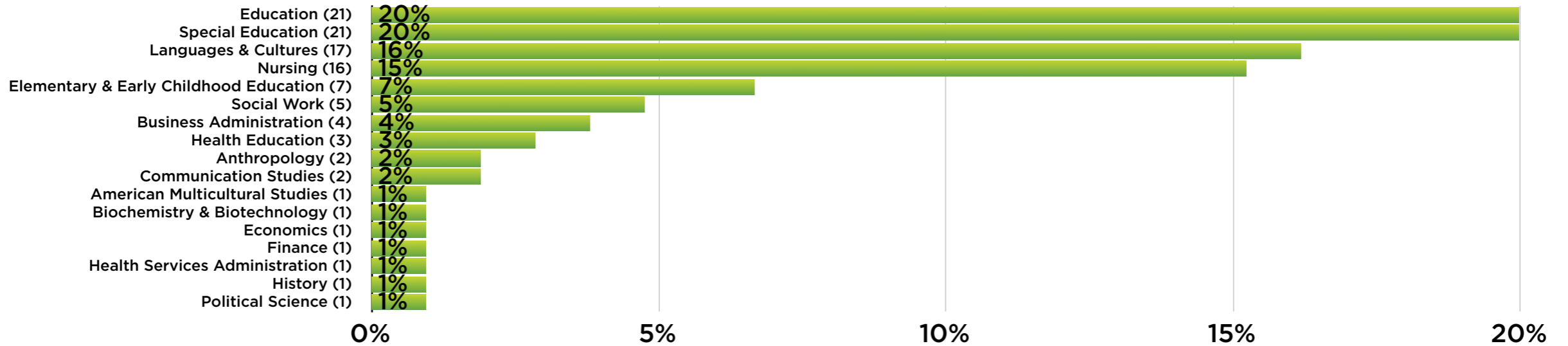
- The chart below features the diversity-related graduate courses in specific departments of the Graduate College. We urge caution in basing conclusions solely off of the numerical figures provided above. Instead, the proportionality or the size of the academic program (and its encapsulated resources of budget and faculty -- FTEF) in relation to the curricular offerings, needs to be considered in terms of assessing the curricular output and “work” in the area of diversity of academic programs at MSUM.



### Diversity GR - Main School or Primary Dept.



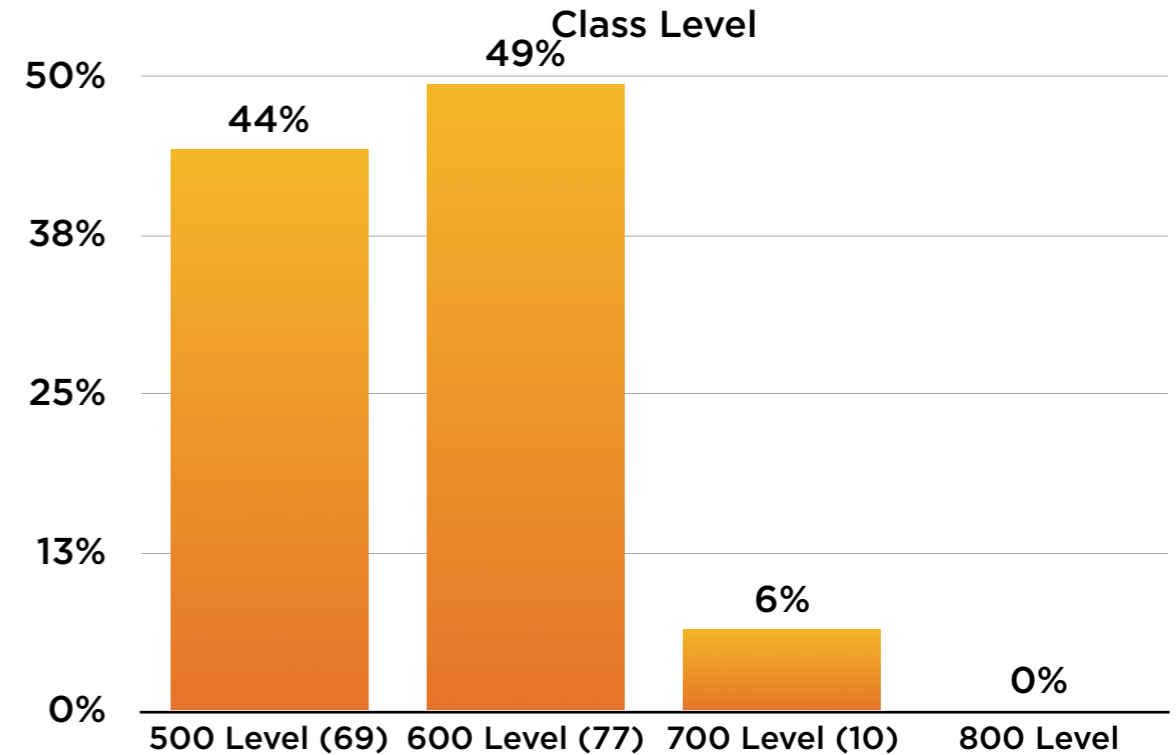
### Diversity GR - Primary Department 2



# Diversity Courses at Each Class Level

Our team examined the class level of the identified diversity-related graduate courses.

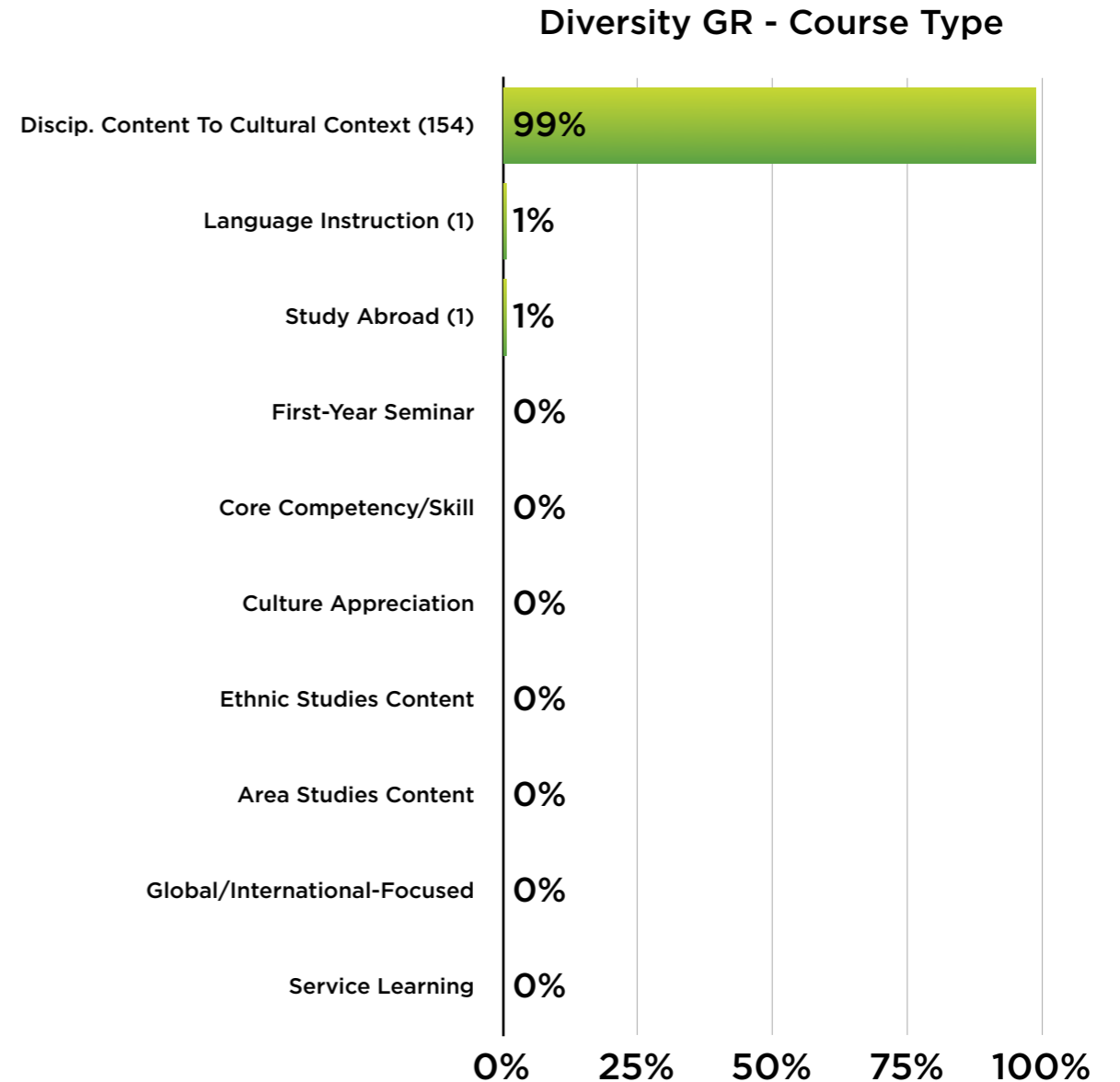
- We found that the majority (49%, 77) of diversity-related courses at MSUM are at the 600 level, followed by 44% (69) at the 500 level. A conversation needs to occur around an intentional curricular strategy for having diversity-related course offerings at each graduate student level or diversity curricular thematization (or life-staging diversity) throughout a graduate student's educational journey at MSUM.
- Most campuses exert their focus and energies on the incorporation of diversity in the undergraduate curriculum. MSUM could gain so much by focusing their attention on the role of diversity in graduate education and how it takes a different shape and type of commitment. The role of diversity and how it plays into the 700 and 800 level courses or the culminating graduate experiences may be interesting to engage especially in terms of how many MSUM culminating graduate experiences feature or touch on aspects of diversity.



# Course Type

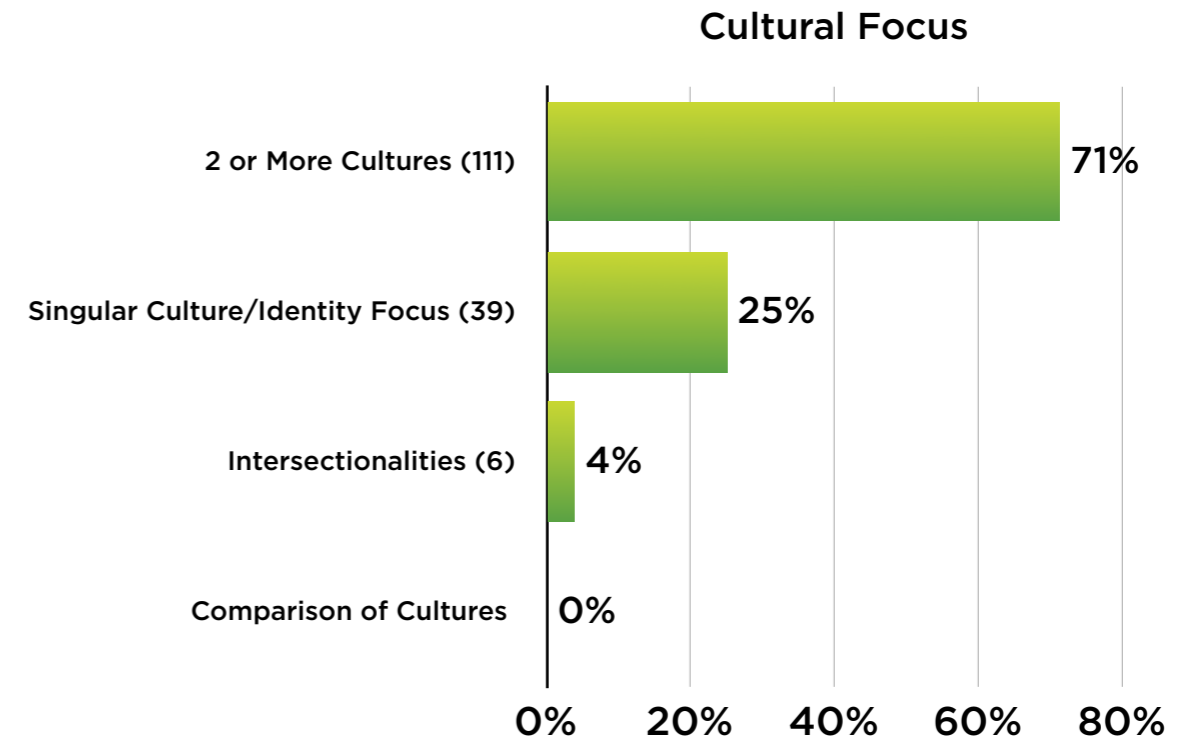
Our team examined diversity-related graduate courses according to the type of course offered: Core Content, Disciplinary Content Applied to a Cultural Context, Language Instruction, Area Studies, Ethnic Studies, or Cultural Appreciation.

- All of the diversity-related graduate courses are disciplinary content courses (99%, 154). This indicated that issues of culture, intercultural competency, and diversity are being addressed in disciplinary core subject matter across the university which is a promising sign of curricular integration and breadth of diversity engagement in graduate courses.
- It is also encouraging that the professions-based graduate courses are incorporating and integrating diversity content throughout their curriculum. It would be interesting to further examine how such integration takes place and the kind of learning (analytical processes and questions developed) that occurs as a result.
- It is also important for MSUM to examine the role of diversity content and perspectives across the different types of graduate culminating experiences (theses, projects, dissertations, comprehensive examinations). Most institutions are not seriously examining this area which could be fruitful for MSUM.



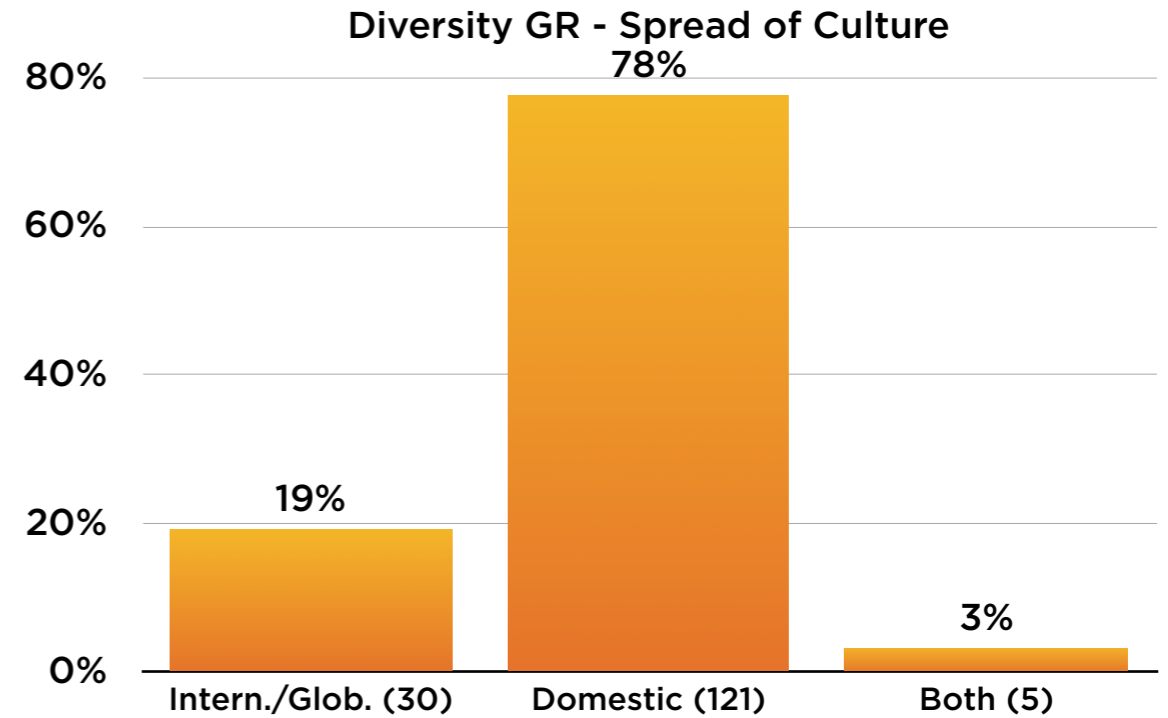
# Cultural Focus: 2 or More Cultures; Singular Culture/Identity, Comparison of Cultures, Intersectionalities)

- The vast majority of diversity-related graduate courses focus on 2 or more cultures (71%, 111). Given this insight, several questions arise: To what extent might graduate students need some specialized focus on specific cultures and identities throughout the world? To what extent might there be too much of a focus on cultures in relation to one another which may dilute the intricate theories and concepts that are fastened to singular cultural contexts and historical dynamics?



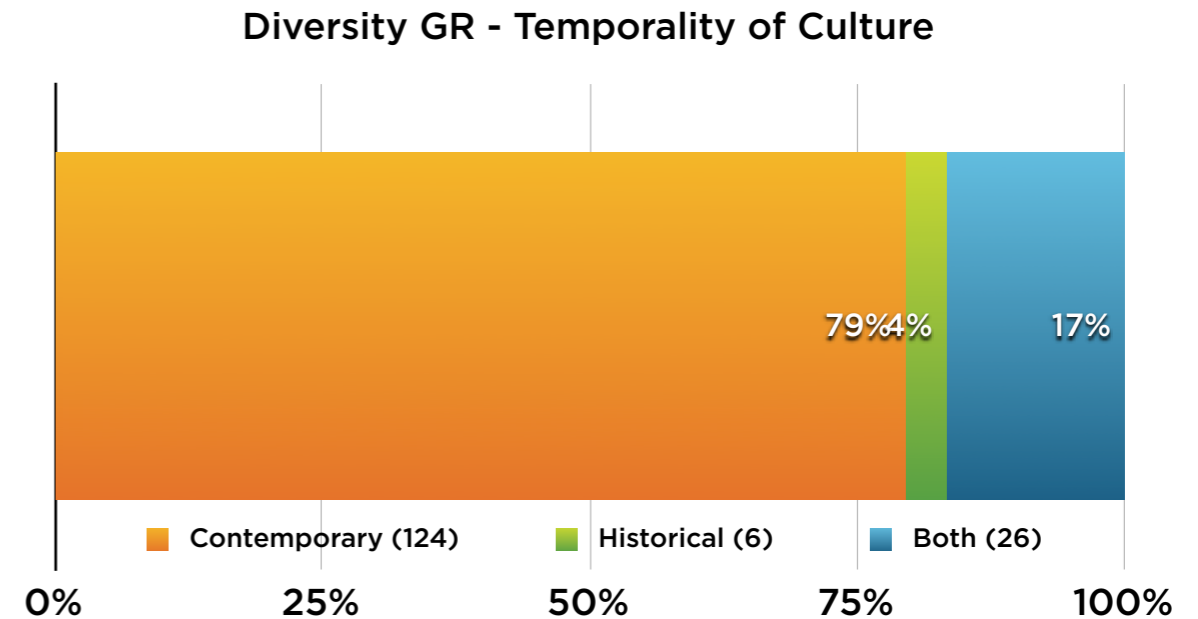
# Spread of Culture: International/Global, Domestic

- The topical/content coverage spread of the diversity-related courses highlight the “Domestic” (local, regional, national U.S. issues of difference on race, ethnicity, socioeconomic class, gender, sexual orientation, age, generation, disability) (78%, 121) followed by “International/Global” (19%, 30). It is interesting that MSUM’s graduate curriculum features a higher percentage of domestic focused courses than its undergraduate curriculum, which highlighted more of the “International/Global” dimensions of culture and diversity.
- A detailed assessment of the kind of diversity engagement that occurs among MSUM graduate students in terms of the domestic foci, should be undertaken. For example, while there is a focus on domestic cultural contexts, do these factor in specific power dynamics related to culture and diversity? And how can MSUM leverage this emphasis on domestic diversity in ways that its undergraduate curriculum is not? Should there be overarching diversity competencies related to domestic diversity that are incorporated into every graduate seminar across all disciplines?



# Temporality of Culture: Contemporary, Historical

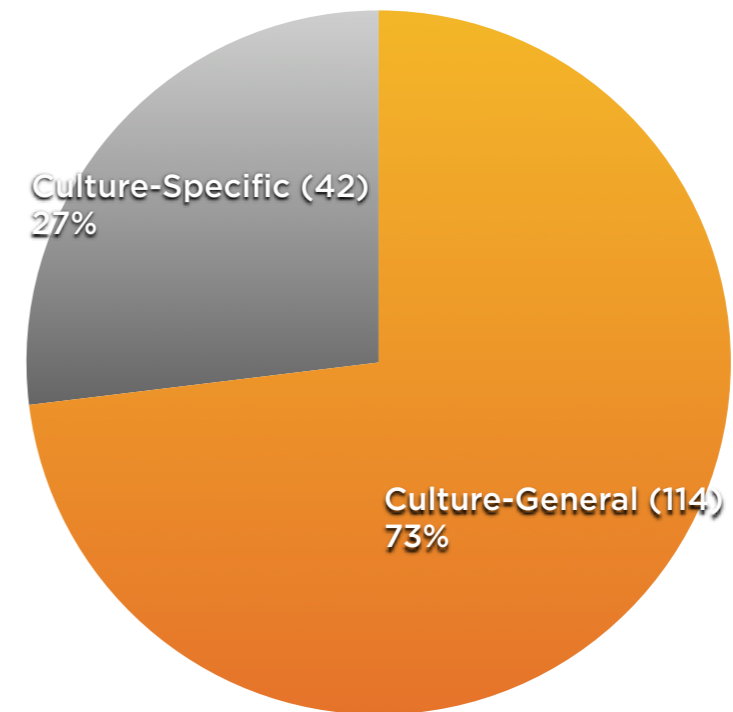
- We found that in terms of covering the temporality of culture, the diversity-related courses mostly feature a contemporary focus (present-day topics, experiences, content) (79%, 124) rather than on the historical (past topics, experiences, content) (4%, 6) aspects of culture (17%, 26, reflect “Both”).
- It would be interesting to see what kinds of associations and sense-makings students leave with at the end of their coursework in terms of specific cultures and groups they have learned about and their understanding of the contemporary that inform those groups’ experiences. Or if in fact a specific temporality dominates their understandings of specific cultural contexts and groups (for e.g., a “historical” framing of Europe and Asia versus a “contemporary” framing of the U.S., which often reinforces cultural stereotypes). Graduate courses that frame diversity in terms of domestic dimensions do so through a contemporary temporality. This should be examined in terms of the kind of questions and analyses about past historical contexts on cultural and diversity issues and topics to which graduate students are exposed. Meaning, if we do not historically situate diverse identities for our graduate scholars, what kind of void is created in their “skill/competencies” toolkit and perspectival mindsets for engaging diverse clients, constituencies, or challenges in their career pathways?.



# Cultural Specificity: Culture-General or Culture-Specific

- 73% (114) of diversity-related courses at MSUM feature a cultural-general focus on diversity. This means that these courses highlight a more general and larger (etic) view of cultures and diversity.
- We ask MSUM to consider if a culture-general approach best situates graduate students in terms of the specific intricacies of cultural contexts and identities or if a generalized focus glosses over key dimensions of culture that graduate students need for their fields of study and professions. Does this also indicate that MSUM's graduate curriculum treats diversity as a generalized context or factor that is not deeply engaged and deconstructed for its graduate scholars? We recommend that MSUM undertake a commissioned diversity assessment/impact study of actual graduate student performance on diversity-focused student learning objectives in graduate seminars.

Diversity GR - Cultural Specificity





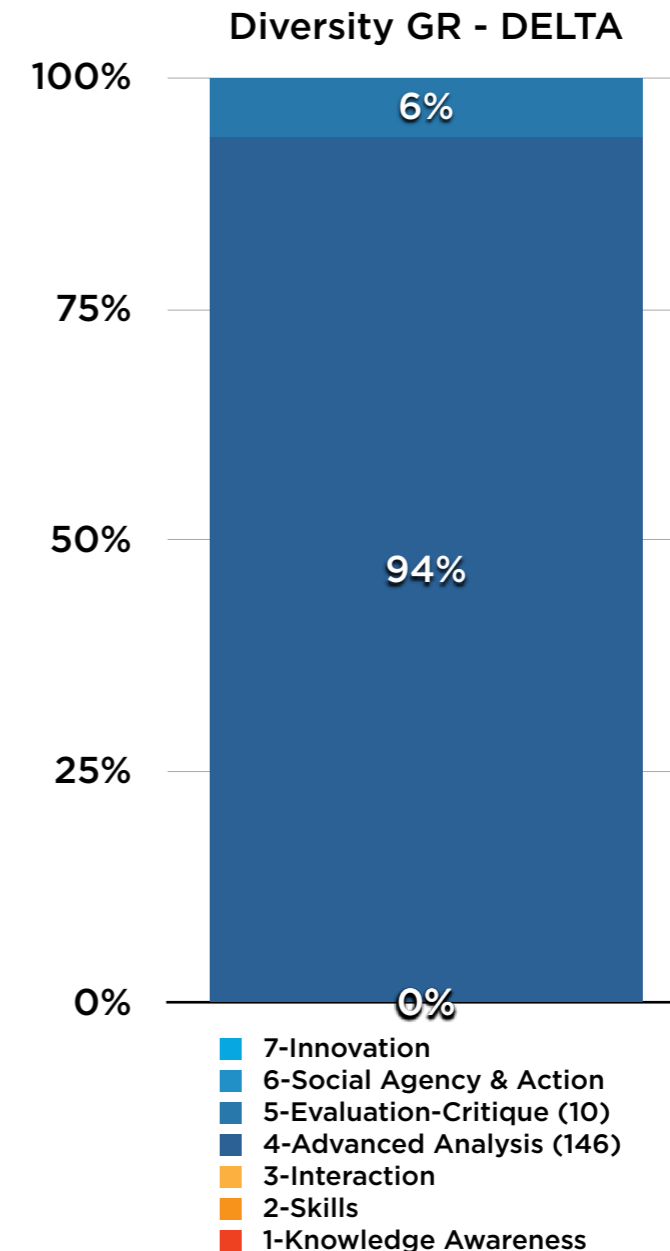


# Diversity Engagement/Learning Taxonomy Assessment (DELTA)

- As discussed previously, the majority of identified diversity-related courses tops out at the highest level of DELTA Level 4 - Advanced Analysis (94%, 146), followed by DELTA Level 5 - Evaluation-Critique of Power Differences (6%, 10) . An intentional strategy for maintaining a focus on DELTA levels 5, 6, and 7 should be life-staged for the graduate curriculum by the different graduate programs.
- We also recommend that MSUM fully engage DELTA Level 5 throughout its graduate curriculum in that it covers dimensions, conditions, contexts, and structures of power as it relates to professional pathways and graduate subject matter. Again, a critical approach (one that engages issues of power, privilege, and structured inequalities) to covering diversity is paramount; MSUM's graduate curriculum only features a comprehensive critical approach in 6% (10) of its courses.



Figure 7.2 DELTA levels descriptions



# Leverage Points & Recommendations

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Halualani and Associates has identified the following leverage points and recommendations for Minnesota State University Moorhead in terms of the future directions and pathways with regard to maximizing its work on diversity, inclusion, and equity. These recommendations were informed by the diversity mapping analysis.

From this mapping project, it is clear that Minnesota State University Moorhead has mostly 1st order (declarative commitments to diversity) and 2nd order items (demonstrations of diversity commitment through concrete actions and efforts). We note that Minnesota State University Moorhead should feel heartened by these beginning steps into action; however, it will need to make a concerted effort to transition from the 2nd order stage to the 3rd/4th order stages (sustained, meaningful, and assessed actions that demonstrate high impact and campus transformation. Impact assessment of diversity efforts (across all efforts) needs to be immediately conducted and continued on an ongoing basis as it is severely lacking. (H & A's Change Order Sequence is detailed at the end of this document.)

*\*Please note that graphic representations of the data may be affected by common rounding error. All raw data calculations have been verified in our analysis.*

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# University-Wide Efforts



### **Recommendation #1: Minnesota State University Moorhead needs to create a “strategic” diversity master plan and a potent diversity organizational structure.**

While every major division at the university is involved in some diversity effort (with Enrollment Management & Student Affairs as the clear leader) and there is some beginning momentum (with 191 diversity efforts, 572 diversity-related undergraduate courses, 226 diversity-related LASC courses, and 156 diversity-related graduate courses) in diversity and inclusion work at Minnesota State University Moorhead, there is no evidence of a concerted or intentional, organizational approach/strategy to diversity and inclusion on campus. Such an approach or strategy is needed to make major strides and sustain targeted momentum in diversity achievement on all levels. Higher educational institutions can no longer rest on the “laurels” of past diversity efforts or commitments; efforts and commitments in this vein must be continually re-articulated and planned out to actualize true inclusive excellence. There has been no foundational diversity master plan created from this institution in the last four years. Moreover, the current Strategic Priorities: 2013 - 2018 [namely Priority 4 (“Create a campus community that reflects the diversity of the global community”)] - are too general to provide any strategic direction on diversity. As such, if the diversity status quo (as a stasis) continues, Minnesota State University Moorhead will continue its state of “project-itis” or the

mere proliferation of stand-alone, disjointed, and one-shot events, trainings and workshops, and programs that are not articulated into a unified diversity strategy with identified priorities and goals for the next five years.

In this regard, Halualani & Associates recommends six (6) major components related to a diversity organizational change approach/strategy at Minnesota State University Moorhead:

- a) **the formation of a new diversity strategy or master plan with a clear vision, framework, and set of goals (this diversity strategy or master plan would identify specific action steps, needed processes and resources, outcome measures and metrics, and an assessment schedule); and**
- b) **the assignment of this diversity master plan’s key goals and actions to the entire Presidential cabinet leadership** and or across multiple Vice President-level roles who then become accountable for the completion of that particular goal/action. Your current diversity leader, Donna Brown, would be responsible for leading, shepherding, and facilitating the entire diversity master plan process and would work collaboratively with the President and Vice Presidents.
- c) **the creation of a campuswide, consultative process through which campus members (staff, faculty, administrators, students across all divisions) can help**

**to identify the diversity master plan vision, goals, and action steps** (this process should be structured and involve all campus constituencies) (Halualani & Associates has a set of useful flowchart models for a planning process);

d) **the accountability of leadership** to ensure that progress is being made on the Diversity Master Plan; such accountability will need to take the form of a public presentation and published report every term to the larger MSUM community; and

e) **a key, resourced, diversity organizational structure** (as led by your Chief Diversity Officer Donna Brown) that is conducive to facilitating transformative change (4th order) around diversity and inclusion. Such a structure should be named appropriately (“Diversity and Inclusive Excellence,” among other appropriate terms). This structure should receive an annual operational budget with ample base allocations.

By “key diversity organizational structure,” we refer to a comprehensive, multi-layered division or office led by your diversity leader (Chief Diversity Officer) that incorporates the following functions and or collaborative links:

1) **visioning (“charting the path”) function:** the proactive strategizing and planning for the future needs of making Minnesota State University Moorhead a highly engaged, inclusive, and productive climate around diversity and inclusion;

2) **support and engagement function for faculty, staff, leadership, and students** (“building up the campus community with skills and perspectives”): the strategic delineation, planning, and provider of

professional development training and support for the following campus constituencies:

- faculty members [on issues of inclusive pedagogy and engaged learning through diversity as connected to core subject matter; the idea being that when students are fully engaged around diversity considerations and learning levels, student learning increases in core subject matter as well (disciplinary content, theory, core subject matter, core skills such as writing, research methods, critical analysis, relational building), intercultural competencies, discussion facilitation];

- staff members (on issues of intercultural competency, discussion facilitation);

- leadership (on issues of intercultural competency, discussion facilitation, mentoring);

- students (on issues of intercultural competency, discussion facilitation, allies and coalition building);

- A staff position should be dedicated to this function.

3) **student success and academic achievement capacity** (“facilitating and ensuring” academic excellence for historically disadvantaged groups): working with all other campus divisions regarding high-impact strategies and interventions for reducing the achievement gaps and facilitating optimal conditions for the student success of all students (women, historically underrepresented racial/ ethnic/classed groups);

A staff position should be dedicated to this function.

- f) **diversity assessment and analytics** (connecting all diversity strategies and actions to impact measures, outcomes, and rigorous analytics); many campuses have started to hire “diversity analytics/assessment” associates to fill such a role.

A staff position should be dedicated to this function.

**\*We recommend that issues of equity, compliance, and Affirmative Action NOT be contained within this division.**

The current dilemma in higher education is how to integrate diversity building efforts with equity issues (for e.g., discrimination, hostile interactions) or employee issues (akin to Human Resources and Employee Development) without diverting attention away from any of these areas. Because this diversity division will be focused on the strategic visioning, implementation (the “building” of diversity), and assessment, it is important not to “swallow” its energies up with the exhausting work of equity and compliance. [Although this division can be connected to equity, compliance, and Affirmative Action and employee development work, there are significant diversity issues at Minnesota State University Moorhead (that we detail in this document) that need full attention and focus.]

**This above delineated structure requires more than just 2-3 individuals; it will need to be “all hands on deck” with the strategic incorporation of related offices (multicultural center, support services for specific underrepresented groups, related roles, and positions).** If not, the momentum driving the diversity work may diminish or cease altogether if it is centered around a few individuals who may move on from the university. Structures stand as more stable, sustainable vehicles to bring about change and strategic efforts.

Universities that are beginning their work in diversity and inclusion often commit to an unfolding organizational structure of at least 2 - 3 layers thick (with the diversity leader, support team, and key related offices and positions framed under the aforementioned functions) over two years. By incorporating key functions to a division that is dedicated to diversity and inclusion, greater credibility and valuation is afforded to that division so that it does not become perceived as a mere “nod” to diversity and inclusion [or an isolated unit that solely works on special case issues or circumstances (for e.g., discrimination, inequities, grievances)] or larger employee development processes.



**Recommendation #2: More specifically, for a future “strategic” diversity master plan, we recommend the following goal areas for MSUM to focus on (as informed by the diversity mapping):**

- **Engaging What Diversity Means** to Minnesota State University Moorhead’s Mission and Role in the Region and State

More specifically, MSUM needs to delve into the following questions:

- *What does it mean for MSUM to become an institution of learning that is committed to diversity and inclusion?*
- *What does it mean for MSUM students to “shape the world” in relation to diversity and structured inequalities in the social world?*

- *What is the role of diversity for MSUM to be a “place of transformation where students become graduates who are progressive leaders in their professions and their communities”?*
- *What is the spirit of engagement at MSUM around diversity, intercultural justice, privilege, and difference? To what extent are differences, injustices, and structured inequalities across cultural identities, groups, and communities discussed, examined, and reflected upon by the campus community?*
- *What is MSUM’s commitment to social justice?*
- *To what extent do we foster the questioning and confrontation of our own world views at MSUM to include, understand, embrace, and advocate for diverse groups whose identities challenge the core of who we are?*
- *What is the responsibility of MSUM campus members to train the surrounding community members in the region about diversity, inclusion, and difference? To provide exposure and perspective taking across all differences? To encourage difficult, complex questions about diversity, belonging, power, and justice?*
- We encourage MSUM to examine how its mission is connected to diversity through the framework of inclusive excellence as promoted by the Association of American Colleges and Universities (AACU) (<https://www.aacu.org/programs-partnerships/making-excellence-inclusive>). The framework of “Inclusive Excellence” refers to the following: an institutional commitment to create and sustain a context of diversity through which all members thrive, feel valued, and attain personal and

professional success. One specific focus here is to utilize diversity as an educational resource and knowledge domain for students and as a central ingredient for their academic success.

- **Diverse Student Recruitment**

- Educational Excellence For Students (Specific Retention-Graduation Initiatives for Your Diverse Students) (A Goal Based on the Limited Attention To/Action On This Area)
- **Fostering an Inclusive and Supportive Campus Climate Across Rich, Intersecting Differences** (A Goal Based on the Strength of the Co-Curricular & Curricula Efforts That Highlight Multiple Aspects of Diversity)
- **Diversifying and Retaining Faculty** (A Goal Based on the Limited Attention To/Action On This Area)
- **Diversifying and Retaining Staff** (A Goal Based on the Limited Attention To/Action On This Area)
- **Strengthening Minnesota State University Moorhead’s Campus Climate for Inclusion and Diversity Engagement**
- **Building Our Skills & Perspectives Towards Diversity Excellence** (Professional Development on Diversity Engagement for Faculty & Staff Members, Constructive Dialogue Participation and Engagement, Navigating and Addressing Microaggressions) (A Goal Based On the Initial Attention/Action To This Area)
- **Building Our Skills & Perspectives Towards Diversity Excellence** (Curricular Focus, Specific Learning Competencies and Outcomes Related To Social Justice and Diversity Engagement for Students, Constructive Dialogue Participation and Engagement, Navigating

and Addressing Microaggressions) (A Goal Based On the Limited Attention/Action To This Area)

- **Community Alliances and Partnerships as Learning Labs** (Community Projects as Learning and Research Labs for Students and Faculty - Allows for Maximum Diversity Engagement (A Goal Based On MSUM's Initial Strength In This Area)

*Please note that we do not want to force these areas above, but we do see the above areas as optimal goal areas either because of the absence of any recent activity or commitment or because of a current leverage point in the area so as to make sustained, significant progress (i.e., turning the corner on excellence). MSUM's Diversity Master Plan should be an organic, collaborative process through which all campus members are consulted.*



**Recommendation #3: Through the creation of a Diversity Master Plan, collaborations among divisions, departments, programs, and disciplines on a university-wide defined diversity goals should be fostered and resourced.** Meaning, each Diversity Master Plan goal and action step should require cross-divisional or cross-departmental collaborations and alliances to bring about excellence and rigor and university-wide synchrony. While we already see 16% (30) of your efforts operating as collaborations, such alignment and collaboration will only become more solidified and numerous through the implementation of a Diversity Master Plan.



**Recommendation #4: Minnesota State University Moorhead should address several key empty zones in its**

**Diversity Master Plan.** Our mappings reveal that Minnesota State University Moorhead's diversity efforts are spread across 22 different themes (Events, Clubs/Organizations, Campus Resources, and Trainings/Workshops, among others). While this may indicate a level of breadth for diversity efforts, Halualani & Associates privilege the benefits of "depth" in terms of an university strategically identifying key thematic areas of diversity to focus on for the future. Such a strategy can be informed by what is currently being done and how this can be leveraged and extended further or by the "gaps" or "untapped areas" (or those thematic areas that have not been touched upon as of yet). We have identified the following "untapped areas" or "empty zones":

- student retention and graduation interventions for diverse groups;
- diverse student recruitment and outreach;
- diverse faculty recruitment and retention;
- diverse staff recruitment and retention;
- campus conversations around the meaning of diversity in relation to the MSUM vision;
- high-impact and enacted diversity professional development for faculty, staff, and leaders;
- professional development training on diversity pedagogies and teaching excellence for faculty;
- higher engagement levels in the curricular & co-curricular linkages around diversity and more breadth in terms of the featured multiple aspects of diversity (such as sexual orientation, socioeconomic status, intersectionalities, active duty/veterans, and political ideology); and

- the incorporation of critical-power-based views on diversity throughout MSUM's curricula.



**Recommendation #5: Minnesota State University Moorhead leadership team (President's Cabinet) should engage in a year-long diversity conversations program through which an external expert facilitator will work with the President's Staff and engage them on issues of perspective-taking, identity, diversity, power, and privilege and how it matters in their leadership roles.**

Such important engagement sets a model for the kind of perspective-taking that the entire university would take up.



**Recommendation #6: Academic Affairs should create and implement key diversity-related initiatives and efforts.**

While Academic Affairs participates in diversity efforts, such participation is not to the extent of (or even in the vicinity of) Enrollment Management & Student Affairs. Because Academic Affairs drives the bulk of the formal learning mission and educational experiences of MSUM students, this division needs to be centrally involved in the diversity and inclusion efforts of the university. One key goal in the recommended Diversity Master Plan should be dedicated to Academic Affairs ownership and implementation. Such a key goal could be one or some of the following: retention-graduation initiatives, diversifying students, faculty, and staff from historically underrepresented backgrounds, student-faculty research teams on diverse issues, diversity pedagogical training, diversity engagement across the curricula, diversity curricular integration, diversity dialogues, and federal grant activity related to diverse topics and needs (U.S. Dept. of Education grants, Lumina, AACU, among others).



**Recommendation #7: Minnesota State University Moorhead should immediately implement a retention-graduation interventions aimed at specific diverse groups of students.**


There were few university-wide efforts (other than a university-wide task force) that focused on the retention-graduation efforts aimed at diverse or historically underrepresented students. We noted that as of 2013/2014, the graduation rates of African American students, American Indian students, Asian students, Two or More Races, and Hispanic/Latino students are lower than White students (and the overall six-year graduation rate). Yet, other than the more generally framed retention-graduation efforts like the acquisition of MAPWorks, the First Year Program's Dragon Success course, and the Tutoring resources made available, there were few actual interventions that target student success and completion for diverse (historically underrepresented and or marginalized) students in terms of transfer programs, faculty-student mentorships, classroom to community interventions, cohort models, and the strategic usage of other indirect factors (clubs/student organizations, cultural centers). We find that an university-wide strategy on how to facilitate the student success of diverse students from historically underrepresented backgrounds needs to be identified, pursued, tracked and assessed (via a retention-graduation metrics dashboard). Individual academic departments and colleges should also have specific, localized strategies and interventions on retention and graduation of diverse students. This recommendation underscores the need for IMMEDIATE ACTION in this area.

College completion stands as a national priority. Each institution needs to pay attention to the different completion factors and conditions for all students but especially those from first-generation, low-income, and diverse backgrounds. As such, Minnesota State University Moorhead needs to



implement such retention-graduation initiatives on both an university-wide basis as well as in programs where these are needed. Few efforts featured attention to this area and in ways that higher educational research has highlighted as being important (in Dr. Sylvia Hurtado's research for example). Minnesota State University Moorhead ought to pay close attention on how to retain diverse students as researchers argue that just because you diversify your student body (and get all students at the "table"), diverse students still feel alienated from racially homogenous university environments (Quaye & Harper, 2014; Strayhorn, 2012). Retention initiatives that involve improving campus climate, creating academic support programs, peer mentor programs, faculty mentor programs, and continual contact, should be considered by Minnesota State University Moorhead.


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 **Recommendation #8: Minnesota State University Moorhead should refine and solidify a Diversifying Faculty Initiative.** There were a few sustained and university-wide efforts that work to diversify faculty at MSUM (especially the Affirmative Action Advocates). As such, we recommend that high impact practices be implemented to diversify faculty (for e.g., creative outreach strategies across disciplines, training of search committee members on how to diversify the applicant pools within their disciplines, creation of a policy about diversifying the applicant pools and or freezing a search if diversification methods were not undertaken, grow your own programs, among others). Such practices should be reviewed and assessed to see which ones represent high-yield practices for MSUM and its own unique challenges.

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 **Recommendation #9: Efforts on diverse student recruitment & outreach in line with creative financial**

**support, should be elevated in terms of the long term time frame and tracked for impact.** The enrollment of diverse students continues to be a challenge for MSUM given the 2013/2014 enrollment figures. Although Minnesota State University Moorhead engages in several outreach efforts, those efforts need to be reframed in terms of long-term outreach programs in diverse sites and communities (African American churches, Asian community centers, immigrant community areas) so as to extend the scope of outreach and contact with potential diverse students. Workshops on financial aid and how to pay for MSUM in specific languages for diverse communities should be explored further as well as connections with community college sites in the nearby region. Access and affordability issues continue to impact diverse, first-generation students and prevent them from higher education outlets. Some of these diverse student access and recruitment efforts can be strengthen through grant efforts. However, these student recruitment efforts may have "expiration dates" in that both the effort and the funding may dry up once the grant expires. MSUM needs to create a long-term diverse student recruitment outreach strategy that is both institutionalized and resourced.

 **Recommendation #10: Minnesota State University Moorhead needs to conduct a campus climate assessment every two years and create responsive actions to those findings.** Campus climate assessments are important to assess campus members' experiences with and perceptions of diversity. It is unclear how supportive and inclusive Minnesota State University Moorhead is perceived to be by its campus members. A campus climate assessment for employees and students should be conducted immediately. While we know that MSUM has just received the findings of the "Great Colleges To Work For" Instrument, such an instrument

does not gauge the diverse experiences of students in and out of the classroom as well as the diversity aspects of the faculty role. Given this, we recommend that the following areas of diversity be explored in the survey instrument:

- Perceptions of diversity-related events and experiences at MSUM
- Perception of the importance of diversity for MSUM
- Students's classroom experiences in relation to diversity (the perspectives they are gaining and missing, difficult dialogues in the classroom, microaggressions among peers and faculty instructors, explicit conversations about power and inequalities)
- Faculty and staff professional development related to diversity learning and competencies
- Faculty exposure to training on diversity pedagogy (content coverage, inclusive pedagogical approaches, diversity issues)
- Kinds of diversity conversations that campus members have experienced at MSUM
- Discrimination experiences and observations
- Microaggression experiences and observations
- Perception of faculty and staff diversity from all campus members' points of view
- Campus members' desires of what should be in a Diversity Master Plan
- Open-ended items on the most important aspects of diversity for MSUM

***We especially recommend the use of the *Diverse Learning Environments Survey (under the direction of Dr. Sylvia Hurtado) by UCLA's Higher Education Research Institute* which gauges students' experiences with diversity. There is currently no all inclusive climate instrument that connects students' learning experiences with diversity and those experiences related to faculty and staff members.***



**Recommendation #11: Diversity pedagogy training should be required of all faculty members.** All faculty at Minnesota State University Moorhead should be required to participate in a Diversity Pedagogy training series. Such a series would cover the key components of diversity content, inclusive pedagogical techniques, and issues of diversity that arise in the classroom (microaggressions, perspective-taking), diverse learners, and impact assessment. This training would need to be thoughtfully designed, prepared, and executed. This ensures that all MSUM faculty are provided with the skills, knowledge, and vantage points for how to create the most inclusive and engaged classroom. 187 MSUM faculty members completed our Diversity Pedagogy Instrument and thus, we have key information about how a segment of your faculty incorporate diversity into their classes and lesson plans. We can provide you with more detailed information if needed.



**Recommendation #12: Minnesota State University Moorhead needs to determine the impact of the many diversity-related professional development trainings and workshops created for employees that were found in the mapping.** These trainings did not identify the impact of

such training and what outcomes resulted from such trainings (increased behavioral competence, leadership skills, and or diversity programs). An assessment should be conducted. We also recommend that these trainings be bundled into a true “development” model through which each employee is able to trace her or his growth as a diversity learner in a reflexive manner. An employee diversity portfolio is recommended here.

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**Recommendation #13: Minnesota State University Moorhead needs to implement training/professional development/educational sessions for employees and leaders on microaggressions in higher education.** There needs to be careful instruction and coaching to train faculty, staff, and administrators at Minnesota State University Moorhead on how to address, confront, and navigate micro aggressions that occur in the work environment and campus contexts. Usually the focus at most campuses is solely on microaggressions in the classroom; however, there may also be volatile and hurtful comments being articulated in work settings and professional life. The goal is to increase an awareness of micro aggressions and how to confront these as well as pose constructive questions about the underlying functions of such comments and different ways to communicate frustration and conflict. Passionate and tense conversations about diversity are important to stretch our minds, hearts and ways of thinking about complex issues and rather than being completely stamped out, these need to occur in a higher education environment but done so carefully, mindfully, and with excellent facilitation and experience. A campus wide Dialogues program should be revisited (akin to the University of Michigan model). (Dr. Halualani has a list of potential trainers.)



**Recommendation #14: Minnesota State University Moorhead needs to implement training/professional development/educational sessions on microaggressions in the classroom for faculty.** There needs to be extensive instruction and training on how to address, confront, and navigate micro aggressions that occur in the classroom. Faculty members often feel uncomfortable when micro aggressions are made in class between students and expressed a desire to receive training in this area. This may help prevent future interpersonal hostilities among campus members and or usher in the creation of a more collaborative environment. (Dr. Halualani has a list of potential trainers.)

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**Recommendation #15: Minnesota State University Moorhead should leverage how it creates (meta) reflection/discussion events to accompany a diversity event (a movie viewing, a presentation on the campus climate survey findings, cultural heritage or history month events, speaker lecture events) in order to allow for opportunities to engage in dialogue, reflect, and probe deeper on key diversity issues.** These meta events represent a unique pattern that Halualani & Associates typically do not see at other campuses. MSUM should find a way to document how these meta-reflection events create a more engaged and committed campus community in relation to diversity issues and or connect these to classroom assignments and employee professional development portfolios.

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**Recommendation #16: Minnesota State University Moorhead should leverage how it works cooperatively with surrounding regional universities/colleges like North Dakota State University and Concordia College in**

**terms of diversity events.** We were impressed at the high level of coordination and communication across MSUM, NDSU, and Concordia College with regard to diversity-related events. Given this, MSUM should seize the opportunity to spearhead a larger network of coordinated diversity events across these three campus (and of others) in order to create a larger statewide presence on diversity and inclusion. Such an opportunity should be positioned as helping the State of Minnesota and can help garner federal and state support and interest for all participating campuses. MSUM can be a leader in this regard and for MNSCU.



**Recommendation #17: Minnesota State University Moorhead needs to encourage the connection between curricular and co-curricular components.** There were several collaborations between campus divisions on issues of diversity. The aforementioned diversity organizational approach/strategy will help to actively facilitate and sediment these connections and linkages across campus. For example, more productive collaborations can occur around curricular and co-curricular components in terms of diversity engagement, diversity/intercultural leadership, global citizenship, and coalition building through curricular pathways, co-curricular and beyond the classroom activities and participation by Minnesota State University Moorhead students. A “diversity engagement bundle” can be shaped through these collaborations that incorporate specific curricular pathways (on the academic side) with concrete/demonstrative activities, rules, and out-of-the-classroom experiences. This type of integrated model could involve events, student organizations, peer roles, study abroad experiences, and course work as well as shared learning rubrics to gauge student performance and achievement on diversity and engagement scales. In a type of Diversity Passport program, events could be

assigned to specific courses and their embedded student learning objectives and then its impact or learning about diversity could be linked to an assignment. In this way, Minnesota State University Moorhead could powerfully connect the curricular, cognitive, co-curricular, and experiential sides of student learning in diversity education at the university. Our firm would love for your campus to use our DELTA (Diversity Engagement Learning Taxonomy Assessment Scale) to help in this possible endeavor. (Dr. Halualani has more information for how to implement this.)



**Recommendation #18: Minnesota State University Moorhead needs to create diversity efforts that are differentiated and targeted for graduate students and staff members.** These campus constituencies (graduate students, staff members) are not the current beneficiaries of the university’s active diversity efforts. Differentiated efforts often acknowledge the importance and specificity of these campus constituencies in terms of their diversity needs. Staff members deserve primary diversity efforts that speak to their skill sets and professional development. Moreover, because 63% of MSUM graduate students are involved in distance education, we encourage MSUM to create more co-curricular (and even ones that are online) opportunities and experiences for these graduate students. There also is an opportunity here to create fully online, high-engaging diversity-related courses for these graduate students; this could be an area that MSUM excels in for the region, state, and nationally. It will also be useful to create specific diversity efforts for Part-Time Faculty Instructors so that they feel valued and important in diversity work at MSUM.



**Recommendation #19: Minnesota State University Moorhead needs to create diversity efforts targeted for specific groups of students.** The majority of Minnesota State University Moorhead's diversity efforts are geared for the larger campus audience which helps in terms of including everyone, especially students. However, there may be a need for targeted diversity efforts for specific groups of students (for e.g., first generation, female, male, international students, Generation 1.5, and based on socioeconomic classes, age/generation, race and ethnicity, and sexual orientation). A high-impact practice in higher education involves the creation of graduation and retention efforts that are generalized for all students as well as localized ones for specific groups with different conditions of access and educational histories. We recommend that such a decision point be made by Minnesota State University Moorhead as well.



**Recommendation #20: A major diversity assessment effort needs to be undertaken by Minnesota State University Moorhead.** Because we locate your campus largely in a 2nd order phase, the next phase involves examining all current diversity efforts in terms of the kind of impact that is being made and the university's decision to continue with such efforts. Thus, a systematic, university-wide assessment protocol should be adopted in terms of specific metrics, milestones, indicators, and data collection schedules on key diversity-related goals and objectives (perhaps those from a future diversity master plan). Key leaders and participants (faculty, staff, administrators) may benefit from assessment training in terms of how to design data collection mechanisms and evaluate progress on diversity-based outcomes. Moreover, all 1st and 2nd order efforts as outlined by our mappings, should be examined to gauge the potential for 4th order transformation.



**Recommendation #21: Minnesota State University Moorhead needs to identify its desired campus engagement level around diversity.** Based on our DELTA taxonomy scale (which is detailed at the end of this document), the majority of campus diversity efforts top out at Level 1 - Knowledge Awareness while a portion tops out at Level 5 - Evaluation-Critique of Power Differences and Privilege. What this means is that MSUM engages in conversations about different perspectives or cultural groups but does not always connect these to larger issues of historical context, power, and structured inequalities. The questions that arise are: Is this desired by the campus? How much diversity engagement is going on in campus programs and events? How productive and meaningful are the campus conversations and sensemakings around diversity and inclusion (and related topics)? What would it take for a larger portion of the diversity efforts and events to reach Level 5 - Evaluation-Critique of Power Differences, Privilege, and Social Inequalities and the higher DELTA levels? How can the higher levels be incorporated and facilitated in campus diversity efforts? Through program development, built-in learning objectives, shared rubrics, training of campus members? Minnesota State University Moorhead should decide the kinds of engagement it wants for its campus members to experience at diversity-related events and programs For cultural awareness? Or to push into issues of social justice, inequalities, a discussion of privilege, complicities, and dilemmas? H & A underscores the importance of connecting diversity to issues of power, context, historical specificity, and sociopolitical issues and without the latter, "diversity" stands in a vacuum that does not get at the core of creating conditions for positive, intercultural relations and societal transformation.



**Recommendation #22: There exists an “exciting” opportunity for Minnesota State University Moorhead to focus more on “intersectionalities” or diversity in relation to co-existing combinations of socioeconomic class, race/ ethnicity, gender, sexual orientation and religion, in its diversity efforts.** Our students and campus members today highlight how diversity is more than just one or two demographics or aspects in isolation but several in combination and collision with one another, and we encourage MSUM to take on this focus. With such a focus on intersectionalities, understanding how your students think about, view, and engage diversity can be extremely fruitful. An assessment protocol for gauging the unique kind of learning around intersectionalities that occurs at Minnesota State University Moorhead, should be created and implemented. Private grant foundations would be interested in this type of groundbreaking work. MSUM is in the best position position to follow this recommendation given that it already features so many different aspects of diversity (race/ethnicity, gender, sexual orientation, disability, intersectionalities, broad culture/diversity, international/global, among others) in its diversity efforts and curricula.

thematic topic for that period of time. Another campus is highlighting “intercultural justice” and aligning all campus activities and curricula toward that theme.



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**Recommendation #23: There are also “unrealized” opportunities to engage the following areas of diversity that do not show up as much in campus diversity effort framings: political ideology, age, generation, intersectionalities, and Active Duty/Veterans.** Strategies to highlight these areas can be gradual and time-specific. Many colleges and universities dedicate one to two years to a specific aspect of diversity (“race,” for example, at the University of Michigan). Given this, all campus events, first-year seminars, writing courses, faculty/training workshops, study abroad/ exchanges, co-curricular activities, and profiled faculty research focus on that

# Curricular Items



**Recommendation #24: Minnesota State University Moorhead should examine the extent to which their LASC courses feature enough of a true Liberal Arts focus on diversity (in terms of power dynamics, structured inequalities, historical situatedness, and a focus on constructive actions that were undertaken by diverse groups throughout history).** In our full analysis of MSUM's curricula, we noted that MSUM's current curricula features a wonderfully rich and vibrant range of diversity aspects across its undergraduate curricula and across its LASC curriculum. However, the quality, consistency, and assurance that diversity is covered in a significant way in terms of both domestic and international issues, seem compromised. We encourage the following diversity-related student learning objectives in order to ensure that all students are sufficiently exposed to a meaningful diversity-committed education:

- Locates the student in current sociopolitical contexts
- Examines the historical dynamics around cultures and difference
- Focuses on visible and invisible structured inequalities in the U.S. context
- Provides an understanding of the constructive actions of various racial, ethnic, gender, and cultural groups in U.S. society (historically and in contemporary times)

- Emphasizes the role of constructive actions to improve lives of others and bring about social justice
- Exposes students to perspectives about difference, privilege, power relations, and intercultural justice that are not articulated in socially approvable ways in the surrounding region and society (this is extremely important given the sociopolitical climate in the region surrounding MSUM).

Given this, in its current state, Minnesota State University Moorhead students are not being fully exposed to the above student learning objectives and in any consistent or guaranteed way. We encourage the thorough design of diversity-related student learning objectives and outcomes (that can be tracked and assessed) in these diversity areas. We have a list of resources for use in this area.



**Recommendation #25: Minnesota State University Moorhead should explore how to integrate diversity content across core subject and disciplinary matter.** We also see the value of investigating how diversity might be integrated throughout all courses (where it is suitable). It is important to note that high impact and innovative practices in higher education reveal that diversity is no longer viewed in terms of just stand-alone content-based courses. Instead, as a way to be truly inclusive of all disciplines (including STEM) and core subject matter and

skills (writing, communicating, public speaking, analysis, and research inquiry), diversity is now framed as an inquiry focus (way of thinking, viewing the world, a process of navigating complex questions and logics across all subject matters). Given this, a campus discussion among faculty members, department chairs, deans, and students should be conducted with regard to maximizing diversity in terms of course content and inquiry perspectives across more courses and disciplines.

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**Recommendation #26: Minnesota State University Moorhead needs to discuss why a portion of diversity-related undergraduate courses that were identified in the diversity mapping, are not regularly offered in the schedule.** We found that there are more diversity-related undergraduate courses on the books at MSUM than are actually offered. As such, we strongly recommend that academic leaders discuss this and see if there are gaps in instructional expertise to teach those courses and therefore, if these gaps and needs in diversity learning translate into a need for more tenure-track hires in areas of diversity to teach diversity-related courses. If those courses do not have needed faculty to teach these, we encourage an investigation as to why this is the case and how to remedy this issue. Are diversity-related courses not prioritized across the academic side of the house? Or are these courses not attached to major requirements and or appealing high-yield FTES bearing units? Faculty conversations around this issue need to happen.

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**Recommendation #27: Minnesota State University Moorhead should explore how to create rigorous and meaningful online diversity-related graduate courses.** Because of the higher percentage of graduate courses

that take distance education courses, we encourage MSUM to take the lead in develop high-quality online diversity-related graduate courses and modules. Perhaps, resources and experts could be sought out to make the current online diversity-related courses truly innovative in capturing perspective-taking and engaging high-level topics on difference, justice, diversity, and power. [Dr. Halualani, an intercultural communication and diversity professor, has taught her diversity courses fully online for the last seven (7) years and has experience in creating thought-provoking modules for strong diversity content and high DELTA engagement levels. H & A has a list of resources in this area.]

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**Recommendation #28: Minnesota State University Moorhead needs to more closely examine how diversity is incorporated into its graduate courses/seminars.** Minnesota State University Moorhead features an exciting, robust curricular structure around diversity that can be maximized further (as delineated in the next several recommendations). However, there needs to be an analysis of the extent to which diversity is engaged at the graduate level. It was not clear from the syllabi and assignments as to the curricular components in the graduate offerings; oftentimes diversity was mentioned in “passing” but not threaded through its syllabi or student learning objectives. Indeed, the graduate curriculum featured great potential at integrating diversity considerations in their professional pathways instruction for its students and possessed the strongest focus on domestic diversity than the undergraduate and LASC curricula.





**Recommendation #29: A diversity outcome/assessment protocol should be immediately designed and implemented.**

Indeed, while MSUM features one of the most balanced diversity-related curricula, we were hard-pressed to locate any assessment protocols, measures, or markers of performance on diversity-related learning goals. Though there is assessment data related to courses on MSUM's website, the latest batch of data was from the 2006-2007 cohort, and such assessment was not interwoven with any identified diversity goals or competencies. As such, if diversity is indeed a priority for MSUM especially in its learning pathways for students, then a diversity outcome assessment protocol (which may include DELTA engagement levels, the areas delineated in Recommendation #24) should be designed, tracked, and assessed. MSUM needs to know where it wants to go with diversity in the curricula and the extent to which it is getting there. (Note that we recommend the identification of the "there" (the defined goal) and then a mechanism to track MSUM progress on that goal.)

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**Recommendation #30: Student learning objectives and or competencies related to diversity should also be discussed in town hall campus forums among faculty and students so as to be intentional about the kind of learning to be planned for students around diversity.**

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**Recommendation #31: Diversity and inclusion should be life-staged as an educational resource and learning outcome throughout students' education at Minnesota State University Moorhead.** Meaning, that there could be an introductory point through which upon entry to Minnesota State University Moorhead, students discuss and engage diversity in terms of cultural competence and

or the university's established diversity mission and commitment. At a midpoint stage, there may be some specific connection to diversity via a practical context and or specific population. An endpoint to students' education may be in terms of making the connection to critique and or engage in advocacy to help transform the social world. A rich discussion around this idea is ripe for fruition at Minnesota State University Moorhead. Campus members should have an urgent discussion around the extent to which students who take diversity courses are actually emotionally and cognitively prepared to traverse the higher DELTA engagement levels on Level 4 - Advanced Analysis and Level 5 - Critique-Evaluation of Power Differences and Inequalities. In addition, what happens to these students and their engagement levels once they leave these courses? Is that engagement level continued throughout their majors and or course pathways? Or is it halted altogether? What is the message provided to MSUM students about how to build on that knowledge as they complete their time at the university? An intentional and aggressive strategy should be developed here.

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**Recommendation #32: Minnesota State University Moorhead should expand and deepen issues of power when focusing on the international/global in undergraduate courses.**


In examining the diversity-related undergraduate curriculum, our team noted the leaning focus on diversity in terms of an international and global framing. When combined with the finding that the highest level of DELTA in most of these courses tops out at Level 4 - Advanced Analysis which is just shy of Level 5 - Evaluation- Critique of Power Differences, we recommend that the "international/global" be connected with localized politics and contexts dominated by racialized, classed, gendered, and sexualized dimensions of diversity (this could again be connected to "intersectionalities" to

get at complex constructions of culture). The “international/global” focus needs to be actively linked to power-based differences, positionalities, and inequalities, which then more realistically frame the globalized world for your students. Dr. Yolanda Moses at UC Riverside is a leading scholar in this area.


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 **Recommendation #33: Another recommendation is to create conditions so that every student accesses DELTA Level 5 - Evaluation-Critique of Power Differences each year of their educational journey either through courses or co-curricular experiences (events, applied programs, community partnerships, co-curricular programs) at Minnesota State University Moorhead.**

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 **Recommendation #34: Another rich finding from our mappings is that the majority of the diversity related courses stand as disciplinary content courses applied to cultural contexts.** This proffers an opportunity for Minnesota State University Moorhead to create vibrant faculty learning/research communities (similar to the ones that already exist at MSUM) around these core courses -- with shared rubrics, collaborative assessment research, shared expertise, demonstrations of multiple faculty perspectives across courses and much more.

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 **Recommendation #35: Diversity assessment in terms of rigorous diversity or intercultural competency rubrics, should be conducted for all of the study abroad/cultural exchange programs so as to identify the key impact.** Such research is needed in higher education as well (and beyond indirect survey measures of student experiences

in these programs actual student work that demonstrates competency is now the much pursued type of evidence).

**All in all, through this diversity mapping, Minnesota State University Moorhead has taken an important first step to engaging in meaningful diversity and inclusion work for institutional transformation. We were impressed with key facets of some of your efforts and parts of your curricula. We also find great potential in “what can be” at your university and the pursuit of further excellence in diversity and inclusion to become a national model in public higher education. Halualani & Associates, however, strongly encourages Minnesota State University Moorhead to NOT STOP HERE. Instead, MSUM should take thoughtful, responsive, and immediate action based off of reported diversity mapping insights in order to build a momentum of institutional transformation in the areas of diversity, equity, and inclusive excellence.**

#### REFERENCES

Quaye, S. J., & Harper, S. R. (Eds.). (2014). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. Routledge.

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# Appendicies

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Included here are graphics detailing Halualani & Associates' proprietary interpretive indices:

- DELTA - Diversity Engagement and Learning Taxonomy Assessment
- Change Order

# Diversity Engagement & Learning Taxonomy (DELTA)

(Halualani, Haiker, & Lancaster, 2012)

Higher  
Engagement

Lower  
Engagement

## Level 7 - Innovative Problem Solving

Innovative thinking  
Uses multiple perspectives to develop new, original, unique, impactful strategies & solutions to problematics  
Relies on multiple heuristics (from all cultures, contexts, arenas of life)

## Level 6 - Social Agency & Action

Designing Actions, Personal-Social Responsibility  
Able to see connections across differences  
Problem-solving, Responsive decision making  
Constructive-Resistive (from the marginalized side)  
Action, Advocacy, Allies,  
Sharing with/Teaching Others

## Level 5 - Evaluation-Critique

Evaluation/Critique of Power Differences, Positionality/  
Compassion  
Posing Complex Questions

## Level 4 - Advanced Analysis

Perspective-Taking/ Reflection/ Analysis, Self-Other Dynamic  
Personally invested in diversity  
Unscripted/Off the Beaten Path  
Free-flying among concepts, areas to ferret out the big, difficult questions and major problematics, stakes, urgencies

## Level 3 - Interaction

Active Involvement in Intercultural Interactions  
Motivation, Seeking Out, Participating  
Behavior

## Level 2 - Skills

Application/Intercultural Competence/Skills-based

## Level 1 - Knowledge-Awareness

Knowledge, Awareness, Appreciation  
Touches on Social Approvability Level

# ASSESSING EVOLUTION OF A DIVERSITY PRACTICE

H & A has developed a unique numbering sequencing designation that indicates the degree of evolution of a diversity effort/practice in terms of the following:

**1**

## **First order -**

Declarative efforts and practices establishing a commitment to diversity.

**2**

## **Second order -**

Commitment is demonstrated by an action, effort, or program. “1st wave” efforts in evolution of diversity practices.

**3**

## **Third order -**

Sustained action and practices aligned with strategic initiative.

**4**

**Fourth order -** Transformative & culture changing practices. Indicates sustained and prioritized efforts evolving from 1st to 2nd to 3rd order. Reflects major impact and outcomes on diversity engagement in campus community.

\* These categories remake the notion of “business as usual.”

\* The goal is to have a balanced representation of diversity efforts, practices, and processes across designations, as each change order foregrounds its successor.