Diversity Leadership Summit Report
Submitted by
Janice D. Hamlet, Coordinator
Academic Diversity Programs, Office of the Provost
Associate Professor, Department of Communication
Northern Illinois University
Acknowledgements

Appreciation is expressed to those individuals who contributed to the summit and/or the preparation of this report.
Raymond Alden, former Provost; Vice President for International Affairs
Douglas Baker, President, Northern Illinois University
Greg Barker, Director, Testing Services
Anne Birberick, Vice Provost
Blaine Bradford, School of Art
Lisa Freeman, Interim Executive Vice President and Provost
David Gordon, Student, Diversity Education Ambassador for ADPAC
Jeanne Ratfield, Administrative Assistant, Office of the Vice Provost
Sue Recknor, Manager, Holmes Student Center
Ashley Silvern, Student, Diversity Education Ambassador for ADPAC
Ron Waters, Personal Consultant to President Baker
Tony Wedick, Graphic Design Associate, Publications

Summit Facilitators
Karen Baker, Associate Vice President, Human Resources Administration
Katrina Caldwell, Assistant Vice President, Diversity and Equity, Office of Student Affairs
Carolinda Douglass, Vice Provost, Academic Planning and Development
Elisa Fredericks, Associate Professor, Marketing
Murali Krishnamurthi, Associate Provost, Instructional Development and Design
Bill Nicklas, Vice President, Public Safety and Community Relations
Andrew Otieno, Associate Professor, Department of Technology
Diana Swanson, Associate Professor, English and Women’s Studies
Laura Vazquez, Professor, Department of Communication
Carol Walther, Associate Professor, Sociology

The Academic Diversity Programs Advisory Committee
Sherry Fang, College of Health and Human Sciences
Elise Fredericks, College of Business
Robert Jones, College of Law
Andrew Otieno, College of Engineering and Engineering Technology
Melanie Parks, College of Visual and Performing Arts
Lisa Roth, Supportive Professional Staff
Diana Swanson, Graduate School
Carol Walther, College of Liberal Arts and Sciences
Tiffanesha Williams, Graduate Student
Laura Vazquez, College of Liberal Arts and Sciences
Contents

Executive Summary ............................................................................................................. 4
Summary of Program Events ............................................................................................. 6
Summit Participants .......................................................................................................... 13
Recommendations ............................................................................................................. 16
Photo Gallery .................................................................................................................. 21
Appendix A ....................................................................................................................... 26
   Post Summit Survey and Results
Appendix B ....................................................................................................................... 43
   Roundtable Discussions
Appendix C ....................................................................................................................... 47
   Individual Action Step Submissions
Executive Summary

The vision of Northern Illinois University is to be the premier student-centered, research-focused public university in the Midwest contributing to the advancement of knowledge that will have an impact on people at the region, state, nation and global levels. In pursuing this vision, the university values a community of diverse people, ideas, services and scholarly endeavors in a climate of respect for the intrinsic dignity of each individual. Thus, diversity lies at the heart of the university’s vision and mission and therefore needs to be integrated throughout every facet of its infrastructure.

With this in mind, on September 6, 2013, a Diversity Leadership Summit was held at Northern Illinois University. The theme for the summit was: *A New Day: Building Bridges, Engaging Leaders, and Harmonizing Voices*. The arrival of a new president provided both the impetus and the opportunity to bring together diversity leaders and stakeholders in order to ensure that diversity plays an integral role in President Douglas Baker’s agenda. Equally important, the summit was conceived and designed to establish a sense of community among the leaders of the various units throughout the university (administration, faculty, staff and students) who focus on cultural diversity at Northern Illinois University. Such an initial effort had the potential to ignite campus-wide conversations about diversity in efforts to build a stronger, more organized community centered on engaging and promoting diversity, inclusion and social justice.

A multicultural university begins with the acknowledgement that the administration, faculty, staff, and students must be at the forefront in building a better university. This effort has to begin with the leadership of the university. Academic
Affairs’ leadership in conceiving, coordinating and hosting this summit served to communicate its role in diversity and in the university’s infrastructure.

The expected outcome of the summit was that the diversity leaders attending the summit would go back to their units and committees and share with their constituents the ideas that emerged from the summit in order to develop and implement action steps that would make diversity a core value throughout the university. The summit was also intended to foster greater communication and collaboration among diversity leaders and stakeholders in making diversity initiatives not merely exist but work at NIU.

The responses of the participants during the summit and their responses following the summit expressed in a post summit survey provided evidence that the event was worthwhile. It created a sense of optimism that positive changes as they relate to diversity are possible.
On September 6, 2013, seventy-seven diversity leaders and stakeholders representing all levels of administration, faculty, staff and students at Northern Illinois University assembled in the Capitol Room of the Holmes Student Center for a Diversity Leadership Summit. We were also joined by Mayor John Rey of DeKalb and City Manager, Brian Gregory representing the city of Sycamore. The summit began promptly at noon. Following a greeting and brief introduction regarding the purpose of the summit from Coordinator, Janice D. Hamlet, President Douglas Baker was introduced. President Baker began the summit with two ice breakers which occurred simultaneously. For the first ice breaker, the president solicited the assistance of participants seated at two tables. Both tables consisted of faculty, staff, students and administrators. The first group was asked to form a human sculpture visualizing for the audience what they think diversity currently looks like at NIU. The second group was asked to form a human sculpture visualizing what they think diversity should look like at NIU. While these two groups were at work creating their sculptures, President Baker presented the other participants with a problem to be discussed and answered by the group as a whole. The problem was: You are a scuba diver who has been asked to describe water to someone who has lived for 21 years in a tank underwater and has never seen it. How would you describe water? After about a 6-8 minute deliberation session for everyone, the first group demonstrated how diversity looks at NIU. As they
formed a circle, some individuals faced inward while others faced outward. The members of the group described their formation like so:

We believe that there are things that are working well on campus with regard to diversity. This was represented by the people facing inward with their hands linked. One person was half in and half out, representing that some things are working and some things are not; one concern being that the conversation about diversity has to move beyond a “black and white” issue. The three persons facing outward represented different aspects of diversity on campus that needs work and it is symbolized by “see no diversity, hear no diversity, speak no diversity.”

“See no diversity” represents those who are unable or unwilling to see the continued existence of racism because it is more implicit than explicit, or as Tim Wise says, it’s ‘Minnesota nice’ racism. “Hear no diversity” portrays individuals who are unable or unwilling to truly hear about the lived experiences of those unlike themselves. “Speak no diversity” refers to the people who are not proficient in the English language and cannot understand people at NIU who tend only to know English. While we are individuals, we were also part of the circle, depicting the interconnections that exist on campus.

In visualizing how diversity should look like at NIU, the second group also formed a circle but one more unified as the members held hands resulting in the formation of a beautiful flower with petals that opened up (hands raised). They explained their formation in the following way:

The inside of the circle demonstrated the “self.” We are all individuals. The holding of hands symbolized connectivity – that even as individuals we are connected to others. The turning round while holding hands and negotiating spaces between us as we all smile in the same language emphasizes similarities among us despite our differences. And finally, the deliberate mix of the group by
gender and race and holding hands was symbolic of obvious differences and connections. We were communicating a community that embraces individualism, collectivism, differences, similarities all attached by connectivity.

The other participants were very impressed with the two groups’ creativity in forming human sculptures and what they symbolized. There were no disagreements about the two perspectives offered by the two groups nor any additional comments about how diversity exists or should exist at NIU. Next, the rest of the summit participants were asked to share their descriptions of water. Remarks ranged from basic concrete descriptions of water to more symbolic definitions. The purpose of this activity, as offered by President Baker, was symbolic of the fact that we all live in our own tanks or pods with different ways of doing things and different lived experiences and we leave them to come here to integrate with others; our lives impacting others. The exercise also illustrated the many ways we can define and interpret terms contributing to our diversity, even in defining “diversity”.

Following a buffet lunch, Hamlet informed the participants that each table had been assigned a specific issue to discuss and come up with action steps in addressing the issue. The issues were generated from President Baker, (former) Provost Ray Alden, and Hamlet. Unbeknown to the participants until after the deliberation portion of the session had ended, two tables had been assigned the same issue in order to cast the widest net of ideas and action steps. A facilitator for each table had also been pre-assigned. During lunch, easels with writing pads and markers had been placed by each table. Medium-size post-it pads were also placed on each table so that individuals could have an opportunity to respond to the other issues being discussed at other tables. A
space on a wall inside the Capitol Room had been designated for their post-it responses. For the roundtable discussions, participants were given about 45 minutes to discuss their assigned issue and then come up with action steps. Following are the questions that were presented and a summary of the participants’ responses. A complete list of all of the roundtable action steps and challenges are provided in Appendix B.

**Roundtable Discussions/Action Steps**

**Issue #1: How can we develop career-driven curricular and co-curricular programs that will prepare students to enter the workplace and society as culturally competent individuals?**

The idea of a career driven education needs to be fully explained and developed as a strategy in which cultural competency can be infused as part of its implementation. Educating students in the area of cultural competency necessarily implies understanding the concept of intersectionality and the acknowledgement of diverse experiences. The continued education of faculty in the area of diversity will help to ensure that they are teaching realistic examples and not communicating stereotypes. We also need to maximize co-curricular activities integrating them with curricula assignments.

**Issue #2: How can we make the university more welcoming and multiculturally sensitive for our students?**

Making a university more welcoming and multiculturally sensitive for students must begin with a move diverse leadership across the university. In addition to a diverse leadership, more diverse faculty are needed to not only teach diverse courses but to provide mentoring to students. We also need to do a better job of reaching out to diverse students who apply to NIU. This has to include the images of our university that we promote in attracting students to NIU as well as the images visitors see when they arrive on campus.

**Issue #3: How can we make the university workplace experience more welcoming and multiculturally sensitive for all employees creating a sense of community?**

Communicating the university’s commitment to diversity must begin at the initial contact with employees. Contracts should communicate that diversity at NIU is a core value.
Orientation should consist of more than one day, followed by continued dialog and training. The university needs to institute a grievance policy and implement it at every level. We must build pride and ownership of diversity at NIU. As one participant noted, “Intention without action is insufficient.”

**Issue #4: How can we build (better) bridges and relationships with the DeKalb and Sycamore communities as it relates to diversity?**

The university must engage the community by drawing people to our events and even classes. We need to develop more outreach initiatives directed to high school students to show our diversity. We need to encourage our cultural centers to engage in diversity outreach programs. It is also important that our media office work with local media in striving to offer a more balanced coverage of NIU with positive images of interactions and success and not just conflicts.

**Issue #5: How can we create pathways and processes to intentionally coordinate and communicate our diversity efforts across colleges, offices, units and committees?**

We need to be deliberate in our approach to diversity by moving towards an approach of “weaving” diversity throughout the university and away from a “celebrations” only model. We need to make diversity and inclusion a natural part of what we do and not think of it as an afterthought. There needs to be better integration of diversity in the curriculum, workplace policy, programming, and relationships. It’s required. We need a more integrated, organized institutional structure for diversity goals and actions. A website for diversity and a shared calendar that connects to the community would help us in this effort. More gatherings and conversations like this summit would also help. The goal of preparing students to contribute to a culturally diverse society, the enhancement of inclusivity, is a team effort, dependent to be sure, on dedicated people, but also on a sound infrastructure that is crucial to its long-term sustainability.

In addition to the roundtable sessions, one hundred and four responses were submitted by individuals and posted on the wall or easels placed near the door as participants left the summit. The responses fell into eight interrelated categories, mostly presented as action steps the university needs to take. Following is a summary
of the actions steps. See Appendix C for the complete list of comments submitted by the participants.

I Ideas and Action Steps about Diversity at NIU Submitted by Individual Summit Participants

Category #1: Create and Implement an Institutional Definition for Diversity
The need for an institutional definition for diversity dominated participants’ thoughts about diversity at NIU. They saw it as being the most important item and challenge for the university. Along with a definition should come a mission statement and policy, or strategic plan.

Category #2: Create Diverse Leadership
In addition to an institutional definition of diversity and a mission statement, diversity needs to be operationalize at the upper administrative level. There was a call for more diversity in the president’s cabinet; someone to implement the ideas that came out of the summit.

Category #3: Study the Campus Climate
Before the university can move forward it is important focus on who we are. We need to administer the campus climate survey we were going to do in 2008. It is long past due. We might also consider hiring team to assess our campus climate.

Category #4: Aggressively Recruit and Retain Diverse Faculty
We need to develop a recruitment and retention plan that measures the needs and gaps of diverse populations across NIU.

Category #5: Infuse Diversity into all Aspects of Students’ Education and Engagement
Create an action plan concerning how to be deliberate and intentional about how to make cultural competency part of every student’s learning experience. We also need to encourage chairs and deans to be supportive of faculty, esp. junior faculty of color on the tenure track. Do not overload them with teaching and committee work, and then tell them they are not making progress toward tenure. Provide a reward system for faculty/staff engaged with students/student organizations, perhaps through evaluations.

Category #6: Diversity Education and Sensitivity Training should be infused in Student Leadership and Student Organizations
Support for our student organizations in promoting cultural awareness. There are organizations trying to promote cultural awareness that do not receive much support from faculty and staff. All students should learn about other cultures in order to be more sensitive in what they say and post on facebook and other websites.
Category #7: Create and Enforce Diversity Training for all Employees

Require diversity training for all new employees – all levels of administration, faculty, staff. We need to also establish a grievance policy for people to report inappropriate comments and actions. Everyone needs to be made accountable for their actions. We need to move from a compliance model to a social justice and civil rights model.

Category #8: Strengthen Community Relations

Use initiatives, events, programs, etc. to engage the community in learning about different cultures and their history. We would understand each other more and fear each other less if we took the time to learn about each other and had accurate information. We also need to improve our outreach to area high schools to recruit students of color.

Conclusion:

The summit resulted in an afternoon of knowledge sharing, collaboration, collegiality, high energy, enthusiasm, and optimism for the future of diversity at Northern Illinois University. The week following the summit participants received a post-summit survey. The responses yielded an over 50% response rate. The responses were very positive about the summit and the opportunity to be among other diversity leaders and stakeholders. Participants felt that the topics were very relevant and they were satisfied with the ideas generated at their tables. Numerous ideas were offered as possible topics for future summits. In response to a question asking participants to rate, on a scale of one to three, NIU’s diversity efforts, an overwhelming majority rated the university with a 3 (average). Participants who rated the university below a 3 offered reasons for their responses which ranged from the absence of a chief diversity officer, to fragmented efforts due to poor university diversity coordination. Perhaps the most diverse responses were participants’ efforts to define diversity. Even though the need to have an institutional definition dominated roundtable discussions, participants were not sure how it should be defined. There was a high interest in having the Diversity
Leadership Summit become an annual event in order to grapple with these and other issues. A copy of the survey and survey results are presented in Appendix A.
Diversity Leadership Summit Participants

From a mailing list of one-hundred invitees, eighty-eight persons responded to the summit invitation, seventy-seven persons attended. Following is the list of the Diversity Leadership Summit attendees.

1. Ray Alden, former Vice Provost, Vice President, International Affairs
2. Doug Baker, President
3. Karen Baker, Associate Vice President, Human Resources Administration
4. Monique Bernoudy, Associate Athletics Director; AADR Advisory Committee
5. Anne Birberick, Vice Provost
6. Jerry Blakemore, Vice President and General Counsel
7. Derryl Block, Dean, College of Health and Human Sciences
8. Felicia Bohanon, Chair, Presidential Commission for the Status of Minorities
9. F. Michelle Bringas, Director, Asian American Center
10. Dr. Kimberly Buster-Williams, Acting Associate Vice President for Enrollment Management
11. Katrina Caldwell, Assistant Vice President, Diversity and Equity, Office of Student Affairs
12. Randy Casperson, Assistant Professor, Communication
13. Joy Coates, Associate Director, Center for Black Studies
14. Winifred Creamer, Chair, Presidential Commission for the Status of Women
15. Steve Cunningham, Vice President, Division of Human Resources; Acting Vice President, Division of Finance
16. Patrick Dawson, Dean, University Libraries
17. Carolinda Douglas, Vice Provost, Academic Planning and Development; CMCT
18. Sean Frazier, Associate Vice President and Director of Intercollegiate Athletics
19. Elise Fredericks, Associate Professor, Marketing; (ADPAC)
20. Clersida Garcia, Professor, Kinesiology and Physical Education
21. Luis Garcia, Associate Professor, Kinesiology and Physical Education
22. David Gordon, Student
23. Brian Gregory, City Manager, City of Sycamore
24. Jesse Gruice, Student
25. LaVerne Gyant, Director, Center for Black Studies; CMCT
26. Janice Hamlet, Coordinator, Academic Diversity Programs
27. Denise Hayman, Director, CHANCE Program
28. Edward Heard, Assistant Director, Career Services
29. Cindy Henderson, Executive Director, Office of Career Service
30. Preeti Hinglokwala, Student
31. Richard Holly, Dean, College of Visual and Performing Arts
32. Molly Holmes, Director, LGBT Resource Center
33. Kristin Huffine, Acting Director, Center for Latino and Latin American Studies
34. Romeo Jackson, Student
35. Glenda Jones, Specialist in the Bursar’s Office; AADR Advisory Committee
36. Robert Jones, Associate Professor, Law; ADPAC
37. Rebekah Kohli, Program Director, Women Studies and LGBT Studies
38. Murali Krishnamurthi, Associate Provost, Faculty Development and Instructional Design; CMCT
39. Brandon Lagana, Director, Career Services Planning and Assessment
40. Julia Lamb, Outreach Director, Center for Southeast Asia Studies
41. Rickey Layfield, Student
42. Judy Ledgerwood, Director, Center for Southeast Asia Studies
43. Greg Long, Chair, Presidential Commission on Persons with Disabilities
44. Adam Lopez, Graduate Student
45. Rosita Lopez, Associate Professor, Educational Administration
46. Jimmy Manning, Assistant Professor, Department of Communication
47. Christopher McCord, Dean, College of Liberal Arts and Sciences
48. William McCoy, Director, BELIEF Initiative, College of Business
49. Angelica Mendoza, Assistant Director, Latino Resource Center
50. Robin Moreman, Associate Professor, Sociology; CMCT
51. Kristen Myers, Director, Women Studies and LGBT Studies; CMCT
52. LaVonne Neal, Dean, College of Education
53. Bill Nicklas, Vice President for Public Safety and Community Relations
54. Andrew Otieno, Associate Professor, Technology; ADPAC
55. Ivana Padilla, Student
56. Christina Papadimitrious, Associate Professor, Nursing and Health Studies
57. Melanie Parks, Associate Dean, College of Visual and Performing
58. Tom Philips, Chief of Police
59. Deborah Pierce, Associate Vice President, International Affairs
60. John Rey, Mayor, City of DeKalb
61. Stephen Samuels, Graduate Student
62. Denise Schoenbachler, Dean, College of Business
63. Charles Schumann, Chair, Presidential Commission for the Status of Sexual Orientation and Gender Identity
64. Ashley Silvern, Student
65. Rosalyn Snell, Assistant Director/Outreach; AADR, Division of Human
Resource Services
66. Diana Swanson, Associate Professor, English and Women’s Studies; ADPAC
67. Melanie Thompson, Associate Vice President, Office of Student Affairs
68. Laura Vazquez, Professor, Communication; ADPAC
69. Promod Vohra, Dean, College of Engineering, and Technology
70. Carol Walther, Assistant Professor, Sociology; ADPAC
71. Randall Ward, Director, Disability Resource Center
72. Teresa Wasonga, Associate Professor, Leadership, Educational Psychology, and Foundations
73. Ron Waters, Consultant to President Baker
74. Simon Weffer, Assistant Professor, Sociology
75. Eric Weldy, Vice President, Office of Student Affairs and Enrollment Management
76. Sheldon Woods, Associate Professor, Literacy Education; President, Black Faculty Association
77. Jerry Wright, Director, Student Support Services

➢ ADPAC (Academic Diversity Programs Advisory Committee)
➢ AADR (Affirmative Action and Diversity Resources)
➢ CMCT (Committee for Multicultural Curriculum Transformation)
Recommendations from the Summit Coordinator

I am a visionary. I can’t help it. I’m always coming up with ideas about programs and projects. So, the idea to coordinate and host this diversity leadership summit was just one the many ideas I have about diversity at NIU. I am very grateful to (former Provost) Raymond Alden and Vice Provost Anne Birberick who supported the idea from the start even before I presented them with a detailed proposal. Had either one of them said no, this summit would not have happened. I am also grateful for the support and encouragement of the Academic Diversity Programs Advisory Committee. Although the news of my initiating this summit was met with controversy by some individuals, it turned out to be a very well attended and productive, albeit successful event of which I am very proud. However, this summit was worthless if something positive does not come from it. Following the initial announcement about the summit last summer, President Baker charged Karen Baker (Human Resources), Katrina Caldwell (Student Affairs) and I (Academic Affairs) with the responsibility of exploring ways in which diversity units might collaborate and how we might be able to identify or brand ourselves as a university as it relates to diversity. This is an ongoing project. But more needs to happen.

Diversity continues to be an uncomfortable word for many Americans. Nowhere is this more evident than in academia. Such notions that diversity means lowering university standards or that achieving diversity means taking away from “the privileged” to give to “the underprivileged” continue to plague our psyche and our behavior on our campuses and in our society. Such foolish notions, however, only serve to reinforce the need for diversity education, not just for our students but for everyone. A college education must address differences of racial, ethnic, international, geographical, gender, sexuality, (dis)ability, age, lived experiences,
and so on. There are all kinds of diversities and it’s important that our students, faculty, staff and administrators come to terms with differences. But it is also important that the members of our campus community understand that embracing diversity is not only about acknowledging differences, but also about exploring ways that we may come to value one another by collaborating rather than simply cohabitating alongside one another. Higher education must feel an obligation to fulfill a need by creating spaces where people from diverse backgrounds can learn from and with one another and can contribute to the university. This type of knowledge cannot be merely addressed through entertaining workshops and celebratory experiences. Our students need to read, write, and engage in critical thinking, reflective thinking, research, analyses and discussions about culture and its impact on society. They also must be willing to step outside of their comfort zones in order to learn and grow. We all must be stakeholders in providing these curricular and co-curricular opportunities.

Diversity requires genuine leadership and commitment up, down, and across the university, and that leadership and commitment must be strongly evident in our administration, faculty, staff, student body, policies, curriculum, co-curricular programs, promotional media, and relationships with stakeholders in order to experience progress. There must be genuine goals and objectives and real accountability for achieving desired goals and objectives. There must also be incentives and resources for effecting positive change, and an acknowledgement of accomplishments to reinforce the importance of a shared sense of ownership for enhancing diversity. Leadership is essential to building a more diverse, inclusive and equitable institution. When the university’s senior administrators endorse diversity initiatives with sufficient financial and employee resources, they affirm that diversity is a core value and set the tone for action throughout the university. Creating a work environment that
is rich in diversity, inclusive and supportive of all university employees and students is educationally sound and morally right. It is my hope that the diversity leadership summit will result in visible and viable outcomes, beginning with the acknowledgement that: (1) diversity has to be recognized as being at the center of our institutional viability, a core value of our academic mission; (2) an institutional definition and mission statement about diversity, inclusion and equity so that every goal and objective, whether in academic affairs, student affairs, or human resources, is a manifestation of that institutional definition and our mission; (3) the creation of a diversity strategic plan that will be updated every three years as we acknowledge and celebrate our accomplishments, work to overcome our challenges and deliberate on the work that still needs to be accomplished; and (4) a centralized office for diversity with an administrator who reports directly to the president and/or provost and has genuine opportunities to affect lasting change through integration of diversity and inclusion into the university’s infrastructure, accountability seeking, and ongoing assessment of diversity programs and practices.

All of these initiatives would contribute greatly to NU’s diversity sustainability, thereby weakening if not destroying the silo mentality and practice that currently afflicts our diversity efforts and hinders the opportunity for a genuine communiversity. To achieve our goal of being the premier student-centered, research-focused public university in the Midwest, NIU must be a culturally vibrant place of learning where everyone is acknowledged, respected and supported in our collective pursuit of excellence.

- Janice D. Hamlet
Statement of Support from the

Academic Diversity Programs Advisory Committee

In our capacity as the consultative body to the Coordinator of Academic Diversity Programs and as faculty, students, and staff for whom commitment to diversity has been central to our teaching, learning, scholarship, and administrative service for many years, we welcome this opportunity to support the recommendations coming out of NIU’s first Diversity Leadership Summit. Our statement is based on the results of the Summit, on our collective expertise, and on our committee deliberations over the past five years. It is clear that NIU needs to coordinate diversity efforts across campus and build consensus about the University’s goals in this regard. The University’s diversity efforts must be based on the best current knowledge and understanding of race, ethnicity, gender, sexual orientation, gender identity, socioeconomic class, national origin, (dis)ability status, and other group identities through which social systems apportion power and resources. We believe NIU should move from a compliance model of diversity to a proactive model that capitalizes on the advantages that diversity offers to the academic mission. Diversity efforts must support the University’s central mission “to promote excellence and engagement in teaching and learning, research and scholarship, creativity and artistry, and outreach and service” (NIU Statement of Vision and Mission http://www.niu.edu/about/mission.shtml). The structure, policies, and practices in all the divisions of the University should be designed to support this central mission of discovering and disseminating knowledge, designing rigorous and effective curricula, cultivating the minds and skills of students, and creating “a community of diverse people, ideas, services, and scholarly endeavors in a climate of respect for the intrinsic
dignity of each individual” (NIU Statement of Vision and Mission [http://www.niu.edu/about/mission.shtml]). The co-curricular activities available to students and the services on campus and in the residence halls are crucial to student success. However, the University should focus on investing in its academic programs in order to enhance recruitment and retention. In order to recruit and retain a diverse student body and faculty, we urge President Baker and the administrative leadership to take action that places academic programs, teaching, learning, scholarship, and artistry at the center of the University’s diversity efforts.

Academic Diversity Programs Advisory Committee:
- Diana Swanson (Grad School)
- Sherry Fang (CHHS)
- Connie Fox (COE)
- Elise Fredericks (COB)
- Robert Jones (COL)
- Laura Vazquez (CLAS)
- Andrew Otieno (CEET)
- Melanie Parks (CVPA)
- Lisa Roth (SPS)
- Carol Walthers (CLAS)
- Tiffanesha Williams (Grad Student)
Photo Gallery: Scenes from the Summit
Appendix A

Post Diversity Leadership Summit Survey

Thank you for attending the diversity Leadership Summit held on September 6th. In assessing our efforts, please take a few minutes to respond to the questions below. Your responses will be a part of the final report about the summit which you will receive as a participant. (Actual survey was administered via surveymonkey.com)
*1. I found the 2013 Diversity Leadership Summit to be a worthwhile event, bringing together diversity leaders and other stakeholders.

   o Strongly Agree
   o Agree
   o Neutral
   o Disagree
   o Strongly Disagree

*2. Overall, I found the topics for the roundtable discussions to be important.

   o Strongly Agree
   o Agree
   o Neutral
   o Disagree
   o Strongly Disagree

*3. Overall, I was satisfied with the ideas generated at my table.

   o Strongly Agree
   o Agree
   o Neutral
   o Disagree
   o Strongly Disagree

*4. Participation in this Diversity Leadership Summit provided with an opportunity to (check all that apply)

   o Meet new people
   o Hear different perspectives about diversity
   o Generate new ideas about diversity initiatives
   o Think about collaborative opportunities with others who do diversity work
   o Develop personal action plans concerning diversity
   o All of the above
   o None of the above
   o Other (please specify)
*5. I recommend making a Diversity Leadership Summit an annual event.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

*6. If you recommend making a Diversity Leadership Summit an annual event, would you be willing to commit to:
   - A full day summit consisting of diverse sessions (i.e. workshops, panel discussions, a keynote speaker, lunch) prior to the beginning of the academic year.
   - A full day Saturday summit consisting of diverse sessions (i.e. workshops, panel discussions, a keynote speaker, lunch).
   - A half day summit prior to the first day of the academic year, but different than this year’s summit.
   - A half day summit like this year’s and held around the same time.
   - N/A (I indicated that I do not recommend having an annual summit).
   - Other (please specify)

*7. What topic(s) would you like to see discussed at possible future diversity leadership summits? List topics below.
*8. On a scale of 1 (low) to 5 (high), how would you rate our diversity efforts at NIU so far?

○ 1
○ 2
○ 3
○ 4
○ 5
○ If your response is lower than 3, please explain.

*9. When you speak about the need to have more diversity at NIU, what do you mean? In other words, how do you define diversity?

*10. Which category best describes your current professional role at NIU?

○ Administrator (upper level administration)
○ Administrator (Dean, Department, Chair, Program Director/Coordinator)
○ Faculty
○ Supportive Professional Staff
○ Civil Service Staff (also known as Operating Staff)
○ Student
○ Visitor
○ Other (please specify)

Thanks!
I found the 2013 Diversity Leadership Summit to be a worthwhile event, bringing together diversity leaders and other stakeholders.
Overall, I found the topics for the roundtable discussions to be important.
Overall, I was satisfied with the ideas generated at my table.
Participation in this Diversity Leadership Summit provided me with an opportunity to (check all that apply)

- Meet new people
- Hear different perspectives about diversity issues
- Generate new ideas about diversity initiatives
- Think about collaborative opportunities with others who do diversity
- Develop personal action plans concerning diversity
- None of the above
I recommend making a Diversity Leadership Summit an annual event.
Other

1. One thing I really liked about this year's summit was that it was very interactive, focused on us talking together about NIU and how to make things better here, and we were not talked at for very long at a time.

2. Actually, this should be an ongoing stakeholders initiative. The way NIU has done this in the past has clearly not worked, thus to fall back into the routine of making this a once a year event is self-defeating.
What topics would you like to see discussed at possible future diversity leadership summits? List topics below.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discovering how to support students to achieve success (financial, counseling, involvement) integrating academic, student affairs &amp; athletics.</td>
</tr>
<tr>
<td>2</td>
<td>How to develop a comprehensive university program that integrates diversity into the fabric of all we do.</td>
</tr>
<tr>
<td>3</td>
<td>Impact of diversity across US universities and colleges.</td>
</tr>
<tr>
<td>4</td>
<td>Action plans and possible funding to back up the action plans (i.e. research grant possibilities).</td>
</tr>
<tr>
<td>5</td>
<td>Diversity in the classroom setting. Teaching diversity. How to capitalize on diversity in the classroom.</td>
</tr>
<tr>
<td>6</td>
<td>Accessibility for individuals with disabilities.</td>
</tr>
<tr>
<td>7</td>
<td>Discussion of issues of race and the double talk given them.</td>
</tr>
<tr>
<td>8</td>
<td>What has actually happened as a result of the summit; Continued and follow-up actions being implemented.</td>
</tr>
<tr>
<td>9</td>
<td>More inclusion of workers.</td>
</tr>
<tr>
<td>10</td>
<td>A real living/working definition of diversity (It’s not just color, race, etc.)</td>
</tr>
<tr>
<td>11</td>
<td>Clear definition of “diversity” at NIU.</td>
</tr>
<tr>
<td>12</td>
<td>International diversity with focus on immigrant students and staff.</td>
</tr>
<tr>
<td>13</td>
<td>The truth and real solutions.</td>
</tr>
<tr>
<td>14</td>
<td>GLBT issues addressing issues in the classroom by people who do it well.</td>
</tr>
<tr>
<td>15</td>
<td>Measures for assessing students’ knowledge of diversity issues. Teaching and learning models informed by social justice education. Ways to interact and partner with the community on diversity issues.</td>
</tr>
<tr>
<td>16</td>
<td>Gender (women of color), language (ELL) and administrative opportunities in academe.</td>
</tr>
<tr>
<td>17</td>
<td>Include some accountability aspect with feedback from participants’ experience with various diversity initiatives throughout the organization (NIU) and communities (DeKalb and Sycamore).</td>
</tr>
<tr>
<td>18</td>
<td>How can we identify change that occurs from year to year? We talk about diversity, but are we getting anywhere?</td>
</tr>
<tr>
<td>19</td>
<td>More important than a summit is to follow up on topics raised at this summit across the year.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>20.</strong></td>
<td>Dealing with challenges to diversity issues in the classroom.</td>
</tr>
<tr>
<td><strong>21.</strong></td>
<td>Target of Opportunity hires, internships (paid).</td>
</tr>
<tr>
<td><strong>22.</strong></td>
<td>A cabinet level diversity officer for NIU Changing public images that represent the campus.</td>
</tr>
<tr>
<td><strong>23.</strong></td>
<td>Diversity climate survey.</td>
</tr>
<tr>
<td><strong>24.</strong></td>
<td>Student experience based on student feedback: MCTI students had some very specific experiences they shared. A Review of Campus resources, and the dynamic nature of them. Integration into the curriculum and the resources required for that to happen.</td>
</tr>
<tr>
<td><strong>25.</strong></td>
<td>Latino issues How to educate the white population faculty.</td>
</tr>
<tr>
<td><strong>26.</strong></td>
<td>Implementation of diversity training for faculty and staff.</td>
</tr>
<tr>
<td><strong>27.</strong></td>
<td>Hiring process at the university.</td>
</tr>
<tr>
<td><strong>28.</strong></td>
<td>Plan of action that the board has taken.</td>
</tr>
<tr>
<td><strong>29.</strong></td>
<td>Structural resources in place to facilitate/reward successful diversity work on campus.</td>
</tr>
<tr>
<td><strong>30.</strong></td>
<td>The personal challenges of doing diversity work, evidence of the rewards from doing diversity work.</td>
</tr>
<tr>
<td><strong>31.</strong></td>
<td>Diversifying academic curricula; diversifying NIU faculty and staff; getting students involved in diversity initiatives; student affairs and academic affairs working together on diversity initiatives; best practices for diversity initiatives; defining “diversity.”</td>
</tr>
</tbody>
</table>
Other

1. We need to have a Chief Diversity Officer to help direct diversity efforts.
2. In some areas, such as disability, I think NIU is pretty low in its efforts.
3. Poor efforts to recruit and retain diverse faculty. Poor efforts to create leadership positions for faculty of color. White male privilege is still highly celebrated while the administration simultaneously utters the words diversity. It appears to be merely lip service.
4. Scattered and diffuse. There is a need for coordination across all areas and silos need to be broken down. The silo mentality is a barrier to fostering diversity.
5. All colleges need to be proactive with faculty/staff training and genuine feedback from student and employees.
6. We make a lot of effort but change is slow in coming.
7. Efforts are good but not well coordinated.
8. One need only look at the leadership across campus and the lack of diversity to see that diversity isn’t that important. Moreover, actions such as collapsing the women’s and LGBT Center shows a lack of understanding of issues of gender and sexuality.
9. We are isolated in our areas of expertise, and one needs to question the buy-in from all faculty.
10. I think all too often NIU thinks it is empowering its students but really they are tokenizing them.
When you speak about the need to have more diversity at NIU, what do you mean? In other words, how do you define diversity?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Diversity is an inclusive environment where all an equal opportunity to success and differences are celebrated and integrated (e.g. ethnic, geographic, religious, nationality, ability, sexual preference, age, veteran status, language).</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>Different groups not just everything “white male.”</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>Knowing your own cultural background and then having the opportunity to express yourself in a multicultural setting that respects each others' unique voices.</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td>IDK</td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td>Achieving the educational benefits of all types of diversity: racial, ethnic, socio-economic, etc.</td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td>To embrace overall diverse populations in all levels of the university and to be sensitive to them and their background experiences, welcome and reach out them, instead of ignoring, rejecting, criticizing them or pretend that they are invisible or do not exist.</td>
</tr>
<tr>
<td><strong>7.</strong></td>
<td>People of color in faculty and administrative positions.</td>
</tr>
<tr>
<td><strong>8.</strong></td>
<td>I see diversity as a broad collective term not limited to issues of race, but includes sexual orientation, gender, socioeconomic status, physical ability, and religion.</td>
</tr>
<tr>
<td><strong>9.</strong></td>
<td>Diversity for me is the desire and effort to teach/learn from each other with respect and ability to dialog without needing to be “politically correct.” We are all people with unique differences that we bring to the table of living, growing, learning and helping each other.</td>
</tr>
<tr>
<td><strong>10.</strong></td>
<td>Creating a space for all individuals to be their authentic selves – beyond the current traditional categories – in order to account for intersectionality and difference.</td>
</tr>
<tr>
<td><strong>11.</strong></td>
<td>Diversity includes all human beings in their many hues, cultures, and beliefs.</td>
</tr>
<tr>
<td><strong>12.</strong></td>
<td>I define diversity at NIU in terms of sex, gender identity, race, ethnicity, sexual orientation, economic class status, religion, disability status, and age.</td>
</tr>
<tr>
<td><strong>13.</strong></td>
<td>I am focusing on actions based on what we preach.</td>
</tr>
<tr>
<td><strong>14.</strong></td>
<td>It is social justice issue first and foremost. Therefore, we might need affirmative action types of strategies, a change or update of policies, new constitution, etc.</td>
</tr>
<tr>
<td><strong>15.</strong></td>
<td>I speak about the need for a shared understanding of diversity. It’s not just race or ethnicity, but multiple tenets of diversity. It was clear during the summit that diversity is defined and quantified differently by various constituency groups.</td>
</tr>
<tr>
<td><strong>16.</strong></td>
<td>To me, diversity at NIU means that the campus community reflects the broader regional, national and international community that we are a part of, which includes people from a broad range of backgrounds and with a vast array of experiences. Diversity refers not only to race, ethnicity, gender, sexual orientation, religion, class and physical and mental abilities, but also to different political and philosophical ideologies.</td>
</tr>
<tr>
<td><strong>17.</strong></td>
<td>This is an excellent question that I struggle with.</td>
</tr>
<tr>
<td><strong>18.</strong></td>
<td>Diversity is the need for a variety of people from different backgrounds, cultures, ethnic groups with a diverse perspective and skill sets that enhance our ability to reach our goals.</td>
</tr>
<tr>
<td><strong>19.</strong></td>
<td>Subjective Question.</td>
</tr>
<tr>
<td><strong>20.</strong></td>
<td>I believe we have good diversity. We just need to do more with it.</td>
</tr>
<tr>
<td><strong>21.</strong></td>
<td>Diversity is the acknowledgement and inclusion of different ethnic and cultural groups,</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>22.</td>
<td>The ability to move beyond mere exposure to culturally different others, but to develop the capacity to engage others meaningfully in a discussion and respect of differences, to place social justice in a historical and political context. To put culture at the core of transformative learning.</td>
</tr>
<tr>
<td>23.</td>
<td>I define diversity very broadly. I'm personally interested in promoting the concept of disability as a diversity and civil rights issue.</td>
</tr>
<tr>
<td>24.</td>
<td>It is not only about color or race, it includes diverse ways of thinking, cultural understandings, generational differences, etc.</td>
</tr>
<tr>
<td>25.</td>
<td>Leadership concern for inclusivity and sensitivity to perceptions from various stakeholders.</td>
</tr>
<tr>
<td>26.</td>
<td>Diversity involves establishing a system that demonstrates respect for and attention to the concerns of a wide range of voices, people of different ethnic, religious, and personal backgrounds.</td>
</tr>
<tr>
<td>27.</td>
<td>I would like to see more diverse faculty (people of color) in Physics, Chem and Math, more women as well). We need excellent Latino faculty and all other groups.</td>
</tr>
<tr>
<td>29.</td>
<td>Respect for, empowerment of, integration of individuals and ideas that are different from your own.</td>
</tr>
<tr>
<td>30.</td>
<td>School population (faculty, staff &amp; students) reflect the greater population.</td>
</tr>
<tr>
<td>31.</td>
<td>In addition to the protected classes (e.g. race, ethnicity, religion, sexual preference, etc.) we need to appreciate differences of opinion and experience as well.</td>
</tr>
<tr>
<td>32.</td>
<td>I would like to have an atmosphere where everyone who is not a member of the dominant culture is respected and treated with equanimity. I think we talk about diversity but do not take the action that is needed to be inclusive to all.</td>
</tr>
<tr>
<td>33.</td>
<td>Diversity in all senses – racial, ethnic, gender, sexual orientation, age, religious, disability, etc. but also diversity of ideas and an understanding and appreciation of how we are all better off because of the strength in our diversity.</td>
</tr>
<tr>
<td>34.</td>
<td>Persons who are different than I.</td>
</tr>
<tr>
<td>35.</td>
<td>Inclusion, acceptance, and respect for people with differences such as race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs.</td>
</tr>
<tr>
<td>36.</td>
<td>It is apparent in every aspect of the university.</td>
</tr>
<tr>
<td>37.</td>
<td>Diversity as including people of color, women, disabilities, LGBTQ community.</td>
</tr>
<tr>
<td>38.</td>
<td>More representation of people of color – faculty, administration (more Latinos).</td>
</tr>
<tr>
<td>39.</td>
<td>While there is diversity in the student body, and a commitment to increasing student diversity (specifically Latina/o student recruitment/retention) the faculty and administration is mostly white and mostly male. If you just examine the social sciences, there are only 2 Latino faculty in all of Sociology, Political Science, Economics, History and Anthropology. The situation for African American faculty is not much better. At the Dean level, there are 0 Latinos and only one African American though there are 6 women in deans positions. The president’s cabinet is devoid of Latinos or Asians. The Provost/EVP office also seems to lack any Latinos. If the campus is committed to diversity, it can’t just be white men and women in the key positions.</td>
</tr>
<tr>
<td>40.</td>
<td>I frame the conversation to say we need to be more welcoming, we need to be more inclusive, we need to provide for needs that may be different than our own needs.</td>
</tr>
<tr>
<td>41.</td>
<td>Racial, cultural, gender, particularly in the classroom.</td>
</tr>
<tr>
<td>42.</td>
<td>Awareness and needs to accommodate and embrace different cultures at NIU.</td>
</tr>
<tr>
<td>43.</td>
<td>People from more different places than just Illinois, i.e. California, New York, etc.</td>
</tr>
<tr>
<td>44.</td>
<td>Diversity, I think, is undefinable. My best shot: it is the awareness and celebration of difference. This is about more than race and gender.</td>
</tr>
<tr>
<td>45.</td>
<td>We have diverse students – we need to retain them. We need to make sure we met them where they are rather than dropping them in the deep end and walking away. We need more faculty of color, and we need to retain them.</td>
</tr>
<tr>
<td>46.</td>
<td>Diversity is the acknowledgement, respect and inclusion at all levels for people representing all walks of life, i.e. race, ethnicity, gender, age, religion, socio-economic levels, education, sexual orientation. Respect for diversity is truly manifested in how we treat people in action, words and deeds. Diversity facilitates excellence. The absence of it is a hindrance to excellence.</td>
</tr>
<tr>
<td>47.</td>
<td>Racial.</td>
</tr>
</tbody>
</table>
Other

1. Graduate Student and Instructor
2. Community Member/Alumnus – MBA - 1970
Appendix B

Data from the Roundtable Discussions: Questions and Responses
(unedited)

Question #1: How can we develop for students career-driven curricular and extra-curricular programs that will prepare them to enter the workplace and society as culturally competent persons?

1. Feedback from students first; what they need to move through NIU experience. Professionally, personally & culturally.
2. Self-assessment of ourselves
   a. First, do we have these conversations?
   b. Genuine
   c. Who are we hiring?
   d. Who’s in our classes?
3. Menu of diverse experiences.
   a. Internships
   b. Study Abroad (in Chicago!)
4. Out of comfort “ponds” zones (we help guide – not only self-select).
5. Dialogue (meaningful) with others.
6. Exposure to diverse and non-diverse environments.
7. Cultural currency
8. Challenge them – make it a safe environment to change in.
9. Reflect on experiences (risks & rewards).
10. What is “career driven”? How appropriate is career driven?; What do we mean by cultural competency?; How do we infuse the 2nd in light of the 1st?
11. Experiential exercises – pushing people out of water.
12. Interrogate privileged positions.
13. MCTI approach – curriculum is King.
14. Group work is a mode of experience that transcends all disciplines.
15. Develop empathy in the technical sense.
17. Diversify student body internationally.
18. Maximize co-curricular programming for all kinds of diversity. We have student & faculty already doing this. Amplify/facilitate/celebrate.
19. Electronic collaboration outside US.
20. SA funds tied to collaboration w/groups who are atypical whom they wouldn’t normally associate with.
22. Intersectionality.
23. We need to make sure that our teaching examples are not examples of stereotypes.

Question #2: How can we make the university more welcoming and multiculturally sensitive for our students?

1. Identify and remove barriers that impact certain diverse students in a strategic and collaboratively (across identities) way
2. Provide MCTI training for all new faculty within the first 3 years of employment.
3. Create spaces for students to be their authentic selves – beyond the current traditional model – does not account for intersectionality.
4. Hire competent staff & faculty who have a proven track record of success with diversity.
5. Identify and modify systems on campus that marginalize our students.
6. Incentive – reward – recognize awareness of diversity
7. Central tenet of NIU’s mission is zero tolerance of offensive language.
8. Increase cultural competence of staff (MCTI – like)
9. Make our values visible, transparent (i.e. Berkeley) “Walk the Walk”
10. Inclusive Excellence
   a. Language
   b. Diversity – what does this mean?
   c. Sensitive
11. Cross-fertilization in programming between the diversity centers.
   a. Intersectionality.
   b. Fewer programs, larger in numbers.
   c. Reach more students.
      Images (media, website) are mostly white (ex. Mural between library & Swen Parson).
12. We need diversity leadership at the cabinet level over student affairs & academic affairs; both need to organize orientation & welcome & provide a vehicle for communication. A person of power – Chief Diversity Officer.
13. More diverse faculty members to teach & provide mentoring.
14. All recruitment & admissions & safety materials need to be in Spanish & English (and perhaps other languages too).
15. More classes on the Latin American experience in the U.S.
16. Need creative retention programs that deal with money management.
17. We need to “preach” beyond the choir.
19. We need to do a better job of reaching out to diverse students who apply to NIU.
20. We need to integrate SA, Academic affairs & Athletics in all aspects of the University.
21. We need to support cultural centers.
22. We need to integrate cultural centers during orientation.

**Question #3: How can we make the university workplace experience more welcoming and multiculturally sensitive for all employees creating a sense of community?**

1. NIU definition of diversity needed and disseminated.
2. Employee contracts conveying the value of diversity, multicultural sensitivity.
3. Orientation (3 days – 1 week) for all employees.
4. Emphasize our core values.
5. Ongoing dialog & training.
6. Celebrate diversity, unified campaign to promote workplace diversity.
7. International students & faculty/staff values as part of diversity.
8. Hold people/units accountable when they deviate from core values.
9. All types of diversity should be valued including disabilities/abilities/LGBT, etc.
10. Workplace community extends to DeKalb/Sycamore the local community and should also be welcoming.
11. Build pride & ownership of diversity at NIU.
12. Recognition for those who contribute to making workplace more welcoming.
13. Provide avenues for all classification of employees to mingle & not be in their silos.
14. Institute grievance policy and implement on department level.
15. Revise governing documents.
16. Develop common definition of diversity.
17. Develop a transformation plan that is tied to budget and performance.
18. Be clear about what we need/want when recruiting.
19. Provide support & resources for success (student/faculty/staff).
   a. Environment is NOT welcoming, inclusive (physically, culturally, and visually)
20. Cluster hiring, promotion.
21. Why do people stay?
   a. Relationship
   b. Environment
22. Define who we are and provide financial support.
   a. Success in planning
23. Active conversations with stakeholders
24. Intention without action is insufficient
25. Be Nice!

Question #4: How can we build (better) bridges and relationships with the DeKalb and Sycamore communities as it relates to diversity?

1. Public space for all w/education, entertainment, and food/celebrate like NIU night.
2. Engagement w/others different than themselves, outside comfort ZONE.
3. Weekly dialogue
4. Town & gown
5. Police in housing
6. Police & potluck
7. More business people want to live in Sycamore/DeKalb – Blend different groups through sports
8. Engage community
9. Draw more people w/honey than salt
10. Draw people to events
11. A bus route in some nights
12. Get the university into the communities, ex, programming events, classes, performance
13. Parking rules discourage NIU visitors
14. Encourage “immersion”, tolerance and engagement as two-way
15. Work on more balanced media coverage with positive images of interaction, not conflict.
16. Everyone needs to commit to modeling openness & fair judgment.
17. Develop more outreach to high school students to show our diversity
18. Encourage our centers to reach out

Question #5: How can we create pathways and processes to intentionally coordinate and communicate our diversity efforts across colleges, offices, units, and committees?

1. Do not assume past = future; communications – what’s already – what’s next
2. Rapport & respect building
3. Avoid duplication
4. Each of us commits to working w/someone new
5. Website
6. Shared calendar>Connect to community
7. Diversity resource guide
8. Work together on a single goal, ex. Retention of students, faculty, staff
9. More gatherings and conversations like this
10. Instill support from the top
11. Full-time diversity person for university
12. Hands on with students
13. Conversation about faculty evaluation
14. Define Diversity – what does diversity mean at NIU
   a. Move away from the compliance model to social justice model
   b. Educate ourselves about diversity
15. Move towards an approach of “weaving” diversity throughout the university and away from “celebrations” only mode. Diversity is not a light bulb.
16. Be deliberate in our approach through integration of the concept of diversity in the curricular, workplace, programming and interactions, and relationships. It’s required.
17. Understanding the challenge and supporting the effort and values of this effort.
18. Not being punitive. Embrace this new challenge as a way to learn what has been done to either offer ideas in areas that have not performed or strengthening existing programs to be better.
19. Two big take-aways: Culture and Structure
   a. Culture: We need to develop a conducive climate, atmosphere, culture through communication, rapport-building, and respect-building.
   b. Structure: We need more integrated, organized institutional structure for diversity goals and actions.
20. What are obstacles to this type of coordination?
   a. Ignorance of what others are doing
   b. Different understandings of diversity
   c. Territorialism
   d. Competing agendas
   e. Lack of trust
21. What are some ways to overcome these obstacles?
   a. Greater communication and thus awareness across divisions, units, colleges, offices, etc.
   b. Develop shared definitions of 1) diversity and 2) core values for the university
   c. Conversations such as this summit
   d. President can communicate definitions of diversity and core values to the whole university
   e. Presidential Commissions are currently working together—let’s do more of this among various groups, units
22. Directly address territorialism and competing agendas
   a. Find ways to identify distrust and competition
   b. Find ways to encourage and enable dialogue across units, divisions
   c. Find common values and goals
23. Rapport and respect building activities, with room to disagree
24. Respect the expertise of others while communicating our own
25. Collaborate on mutually-agreed upon goals/projects
26. Bring people together from around campus, across divisions and colleges to work on a particular goal
   a. Example: retention (of students, faculty, and/or staff): this would involve Academic Affairs units, Student Affairs units, and HR with a specific focus on expanding and improving our diversity activities.
27. Everyone in this room could commit to reaching out and working with one person or unit this semester that you have not worked with before.
28. Central diversity web site with
   a. Shared calendar
   b. Diversity Resource Guide
   c. Email announcements list/function—to help communication across campus
29. A university-level diversity person/coord: inator/officer
30. Support and leadership needs to come from the top
31. Evaluation criteria for faculty for merit, tenure, and promotion need to include diversity goals
32. Coordination and collaboration needs to extend beyond the university to the community
   a. Community partners can enhance our ability to coordinate and to think creatively.
   b. Community partners need to hear from us, as well
      ▪ One example: police and race/ethnicity discrimination/profiling.
Appendix C

I. Develop an Institutional Definition for Diversity

1. Create a shared definition of diversity that has institutional “buy-ins.”
2. Define NIU’s core values, wordsmith them with positive, welcoming languages, makes them visible in as many ways possible and disseminated frequently.
3. The university needs to come up with a “universal” definition of diversity, we need some form of branding.
4. NIU’s definition of diversity.
5. Define Diversity. Set a committee to define diversity in a concise manner and in an expedient manner.
6. Having a set diversity definition and sharing it with everyone on campus. Having professors share the definition and get them to take a class survey on student beliefs and values.
7. Develop a diversity policy plan statement for the university.
8. Develop a diversity mission statement and goals.
9. Develop a mission statement to promote our diversity efforts.

II. Create Diverse Leadership

1. Diversify the leadership team of the university from the Dean level on up.
2. More diversity especially at the Provost/Assistant/Associate Provost levels.
3. Seriously consider a Chief Diversity Officer (reporting to President Baker).
4. Appoint a chief diversity officer for NIU to manage and enact all of these ideas. This person needs to be over Student Affairs and Academic Affairs. Give this person power and money.
5. Hire a chief diversity officer.
6. Hire a Chief Diversity officer with responsibility and power to make diversity changes.
7. Hire a chief diversity officer.
8. More women of color in leadership and administration.
9. Create a centralized institutional diversity office with a full staff and an administrator, i.e. Vice President or Vice Provost or Special Assistant to the President who reports directly to the president and has an office that is located in Altgeld.

III. Study the Campus Climate

1. We need to do the campus climate survey we were going to do in 2008. It is long past due.
2. Re-evaluate the campus climate survey that was going to be administered throughout the university in 2008 and post it again. Recall it was stopped and removed after the campus shootings in 2008.
3. Hire a diversity team to assess the campus climate.
4. Climate survey and focus groups to benchmark diversity climate on campus.
5. Establish focus groups of the different diverse groups on campus to get a true sense of the climate for each of these diverse groups.

IV. Aggressively Recruit and Retain Diverse Faculty

1. Be clear about who we are and what we want when hiring, promoting and retaining.
2. Hire Latino faculty.
3. Recruit more Black and Latino professors. These are our (black and Latino) mentors and sources of inspiration.
4. Use NIU’s open position for a Director for the Latino Studies and Latino Resource Center as opportunities to bring in Latino directors who speak Spanish and can teach Latino Studies courses.
5. Hire diverse faculty. They also need support groups.
6. Develop a retention plan that measures the needs and gaps of diverse populations across NIU.
7. Make diversity a priority in the selection processes and search committees.
8. Human resource personnel should take more of an active role in recruiting diverse faculty by holding mandatory workshops for search committees.
9. Administrators should express interest in retaining faculty of color. Many are not supportive.
10. Salaries of faculty of color are not at the same level of white faculty even though they may be at the same rank.

V. Faculty Challenges: Teaching/Research/Student Engagement

1. Create an action plan concerning how to be deliberate and intentional about how to make cultural competence part of every student’s learning experience.
2. Provide a reward system for staff/faculty engaged with students/student organizations; perhaps through evaluations.
3. Get faculty members to teach each other about embracing diversity in class.
4. Faculty and staff need to break out of comfort zones and silos and engage on a personal level with students and colleagues.
5. Encourage and have chairs and deans to truly be supportive of faculty, esp. junior faculty of color on the tenure track. Do not overload them with teaching and committee work, then tell them they are not making progress toward tenure.
6. Ensure all new faculty participate in the Multicultural Curriculum Transformation Institute (MCTI) in first three years.
7. Require all new faculty to attend MCTI within three years of hire and create something similar for staff.
8. Develop guidelines for new faculty and hold them to the standards.
9. Hire more faculty of color; people who can teach classes on race and social justice for our increasing enrollment of Latino students.
10. Take action. Communicate to faculty that they should incorporate diversity into their existing curriculum.
11. Learn about the students who we are teaching in class.
12. Initiate revisions of faculty evaluation guidelines/protocols to give greater weight to diversity work and curriculum development and revision for promotion and tenure.
13. Be the agent of change and impact your work environment decisively and quickly.
14. Faculty should encourage students to read, write and learn about individual from various backgrounds as part of the curriculum, i.e. Alain Locke, California migrant workers.
15. Engage students in all we do from the ground up. They live it.

VI. Challenges for Students and Student Organizations

1. Support for our student organizations in promoting cultural awareness. I feel like there are organizations trying to promote cultural awareness, just not much support from faculty and staff.
2. Have events for students where they must bring someone who is different from them.
3. Require all graduating students to report their jobs or graduate school plans before they leave NIU.
4. Create spaces for students to be their authentic selves beyond the current traditional models in order to account for intersectionality and diversity.
5. Allow students to self-identify on the admission forms (instead of checking boxes, have blanks).
6. Create places where students of color can go to socialize.
7. All students should learn about other cultures in order to be more sensitive to others in what they say and post on facebook and other sites.
8. More incentives for students to gain something out of going to campus events.
9. Students of color need leadership development experiences so they will know how to effectively present their ideas to a diverse audience.

VII. Diversity Training Needed for all NIU Employees

1. Require diversity training for all new employees – administrators, faculty, and staff.
2. Establish a grievance policy.
3. Culturally competent diversity training for executive level leaders (VP, Deans, BOT, etc.)
4. Orientation for all new employees that includes diversity training, education and exercises.
5. Weeklong diversity training.
6. Develop an online diversity training program which all employees must take and pass similar to our annual (state-enforced) mandatory ethics training. It will help everyone to stay current on diversity issues, policies and challenges.

VIII. Community Relations

1. Develop community partnerships.
2. Media should reflect positives about all the diverse people in the university or DeKalb.
3. Use initiatives, events, programs, etc. to engage the community to accurately learn about different cultures and their history. We would understand each other more and fear each other less if we learn about each other. The unconscious brain is stronger than the conscious brain and we consciously embrace diversity and unconsciously fear or dislike diversity.
5. Free parking for campus activities for DeKalb and Sycamore guests.
6. Free visitor parking lot.
7. More transportation from Chicago to NIU – Train
8. Train stop in DeKalb.
9. DeKalb, Sycamore and other areas need university events.
10. Dual patrols with NIU and DeKalb police. Confront the racist image of DPD directly with action.
11. Police in DeKalb and Sycamore should stop profiling all students who are African American and Latino.
12. NIU should sponsor a youth football team and have students from DeKalb and Sycamore on the team. The NIU team would compete against DeKalb and Sycamore teams. This will create interaction between DeKalb, Sycamore and NIU.
13. DeKalb and Sycamore should play football at NIU for new faculty/staff to support the community.
15. Find way to encourage local businesses to be welcoming and open to hiring students of color.
16. Celebrate diversity during a home football game.
17. Organize community and university events together to celebrate diversity.
18. Improve outreach to area high schools to recruit students of color.
19. Create more spaces like the one beside Gilbert for faculty, staff and students to gather in high traffic parts of campus.

IX. General /Other

1. Revise governing documents.
2. Break down barriers.
3. NIU Externship program where student can have experiential opportunities with NIU departments.
4. Have social events for faculty and staff too.
5. Reuse, Reform governing documents and communication outlets.
6. Provide funding for diverse initiatives and diversity centers.
7. Get diversity as a topic within units (at meetings and committees).
8. Infuse diversity into all aspects of the university, including hiring – not just diverse faculty/staff but what they research, teach and value – recruitment of students, policies, recognition, etc.
9. Show commitment to diversity by committing resources (time, money, etc.) to events, programs and persons engaged in diversity issues.
10. Need to welcome whole families to NIU, not just our employees. Employees come with husband, wives and kids and they all need a place – campus should be family friendly both culturally and structurally.
11. I really wanted to hear more from the president about his views and ideas on diversity and what his goals are about diversity.
12. Women of color on campus feel isolated but are used to fulfill double bonus of having two underrepresented groups on their committees – women and minority – then wanting them to keep quiet on committees.
13. Talk to someone from you. Meet them for drinks.
14. What’s next? Action planning without action is pointless.
15. Move from a compliance model to a social justice and civil rights model.
16. Internet for faculty and staff information.
17. Resources and freedom to support diversity.
18. Create initiatives that promote collaborations
19. Provide human resources necessary to carry out diversity initiatives.
20. Meet again to plan and put into place concrete steps to achieve goals.
21. Re-evaluate our current structure, especially the cultural centers.
22. Be Nice!
Coming together is a beginning,
Keeping together is progress,
Working together is success.

- Henry Ford