

University of Utah Diversity Action Plan Proposal

Submitted by the Students of
ELP 7480: Social Justice Leadership

Dr. Laurence Parker

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Educational Leadership & Policy (ELP) Doctoral Social Justice Leadership Class
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Introduction

The events surrounding the African American student movements on campus to address continued overt racist incidents and undergirding racial climate problems related to institutional and systemic racism came to a head this fall at the University of Missouri-Columbia campus; as the Black football players supported the hunger-strike of the graduate student who was protesting the lack of senior level-leadership on campus to address these problems, this led to the resignation of both the president and chancellor of this campus. This event was also followed by similar moves at other campuses which called into serious question the lack of campus leadership and progressive response to the continual racial problems on predominantly white campuses.

Given this context, the University of Utah had a campus town-meeting on November 20, 2015 in which over 700 students came to the University of Utah student union to meet with the senior level campus leaders and actively voiced their concerns about the lack of campus diversity in general, and then specific concerns around racism, gender/sexuality and other problems that they felt were not being adequately addressed on campus. This meeting resulted in a number of calls for changes led by a group of Black students who have been pressing for change through a list of demands presented to central administration.

Our class (some of whom were at the November 20th meeting) felt it was time to actually put into action the theories and concepts we have been reading and discussing in our Leadership for Social Justice class (ELP 7480). Briefly, the purpose of this class is to explore the concept of social justice leadership in education. For the most part, the framing of this term has received much attention as either a phrase that is "politically correct" that does not make much of a difference in social change, or should be taken seriously as a concept that connects to the lived struggles of diverse groups of people who are trying to acquire and maintain human dignity, understanding and appreciation for who they are as groups and individuals of diverse racial/ethnic, gender/transgender, language, religion and other areas of lived experience. This class in ELP seminar is intended to explore the concept of social justice in education through the lens of educational leadership at both the K-12 and higher education arena. Questions raised by this course will focus on what social justice is-its various definitions? What issues arise in schools or at colleges and universities that prompt concerns around social justice? Can it be operationalized by education administrators/leaders in a public education or university context that has to politically manage many special interest groups and power relations? To this end, we interrogated these and other questions through a set of readings, video, internet forums, and speakers and (and dialoguing with personnel who work in locations of social justice space), to critically analyze this term and its connection to educational leadership, theory and practice. We also had a class session at one of the local schools where we applied the key concepts in social justice leadership in education, to the context of actual school leadership and heard from these school principals how they engaged in applied critical leadership with students, teachers and the school district. The course objectives were designed to introduce students (K-12, higher

education, policy and student affairs) to educational issues involving access, equity, equal protection and social justice. This course is intended to explore the historical roots and the contemporary constructions of social justice issues as they play out in educational contexts. Students will have the opportunity to wrestle with issues of race, class, gender and language, to name a few. Students will explore how their own awareness and assumptions of oppression has affected their roles as leaders and administrators. By applying learned course concepts to real-world scenarios, students will have the opportunity to engage in a community based research project.

It is in this framework of culturally responsive leadership in higher education, that we are, as a collective class project, respectfully submitting this blue-print draft of strategic points, research support for the issues raised, and tailored plans of action(s) for the University of Utah senior level administrators to consider as we all think about moving forward toward change at this university. We posit that culturally responsive leadership in higher education is definitely needed now more than ever to address the specific demands posed by the Black students on campus, and to really address the major concerns voiced by other students stemming from the November 20th open forum. Culturally responsive leadership is a term articulated by Santamaría and Santamaría (2016) that calls into question the conflictory institutional ways that colleges and universities engage in knowledge production, influencing the regional context, educating students, connecting to employment and the political economy, and providing opportunity through leadership, governance and management (Blaschke, Frost & Hattke, 2014). There can be little doubt that the political context of higher education overall has shifted from collegial governance patterns to ones more based on neo-liberalism-business ways of management. Culturally responsive leadership in the academy calls this change into question; instead, it poses a model of leadership that stems from what (some) actual K-12 and higher education leaders are putting into practice such as:

- a willingness to initiate and engage in critical conversations with individuals and groups even when the topic is not popular for the greater overall good of the institution;
- a willingness to choose to assume a critical race theory, or critical feminist/gender sexuality theories and other intersectional frameworks (social class, disability, language, national origin, age, etc.) in order to consider multiple perspectives of critical issues;
- use of consensus building as a strategy for decision-making, but also not being afraid to make hard leadership choices for social justice to “do the right thing.”
- Feeling the need to make empirical contributions to add to the research and academic discourse on groups that have been marginalized on campus;
- feeling the need to honor all members of the campus including staff, parents and community members;
- leading by example to meet an unresolved educational need or challenge for the purpose of giving back to the marginalized community and support their social and academic progress at the undergraduate and graduate levels;
- Feeling that it is the responsibility of the leader(s) to bring critical issues with regard to race, ethnicity, gender, tribal status, social class, sexuality, etc. to the parties most directly involved in making change, be that deans, or department chairs, or departments, etc;
- Working to build and maintain trust when working with student groups and campus administration; and

- Leading by examples of “servant leadership” where there is leadership beliefs and practice shaped as a transformative process which works to serve the greater good of the groups calling for change to make the entire campus a better place to be for all students, faculty and staff (Santamaria & Santamaria, 2016, pgs. 8-9).

To this end, we, as a class propose the following alternatives to existing arrangements to address the student demands, to support the University of Utah administration to address the racial climate on campus, and to continue to improve the University of Utah in terms of equity, access, and inclusion at all levels (student, faculty, administration, and community). We recognize that “the stability of institutions rests on their capacity to constrain people’s capacity to imagine alternatives to existing arrangements” (Meyerson & Tompkins, 2007, p. 308), and what we propose here is to imagine several alternatives.

As a cohort we understand there are no quick fixes to issues of social justice on a systemic level. Educational institutions need to be able to acknowledge that not all students are treated the same, in reality or in perception. “The tendency is to submerge such controversial yet important talk. Educational leaders learn to sweep social justice issues under the rug, when they really need to be shaking the dirt from the rug (Marshall & Parker, 2009. p. 197).” Addressing issues of social justice can be uncomfortable for those who do not suffer from inequity, but it is necessary to address these issues in order to overcome inequity (Marshall & Parker, 2009).

Our proposal is an effort to address the following student demands, raised at the recent public discussion.

University of Utah Student Demands:

1. Diversity training for all faculty and staff plus new set of diversity classes proposed on race and racism
2. Funding and scholarships for African American student retention
3. Faculty recruitment and retention (faculty of color)
4. More university support that addresses the gender binary and beyond (students of color feel as if they have to choose binary categories, but they don’t want to participate in these dichotomous categories)
5. Need for follow up and action plan from University
6. Physical Space - expand CESA, larger meeting space
7. Academic and cultural competence
8. Representation of identities

Students, Faculty, and Campus Climate

Recommendations for Action

Make diversity a visible and immediate priority on campus

- Develop a university-wide philosophy statement that encourages cultural diversity. Encourage departments to include this statement on their department pages and instructors to include this statement on syllabi.

- Ensure deans and chairs are actively addressing climate and diversity across all levels of their departments and colleges, as it pertains to students, staff, and faculty.
- Promote understanding and acceptance of multiple identities and intersectionality.
 - Think about safety and sense of belonging on our campus not only through the lens of one identity such as race, but through multiple, intersecting identities.
 - Create more connections among the current identity centers. This will mean there needs to be more staff, because current staff is already maxed out.
 - Train faculty, staff, and particularly the bias incident team and the Dean of Students team, to understand intersectionality and its importance regarding identity.
 - Provide incentives to colleges to recruit candidates with diverse social identities.
- Create a communication plan regarding matters of diversity, inclusion, and student events related to diversity. Announcements of events should not be limited to active members of students groups or associations.
- Set goals for enhancing and supporting diversity. Publish these findings and goals to the general campus community.
- Assess and analyze the current campus climate and status of diversity issues.
 - A climate assessment should be conducted to determine the experiences of both university employees and students from diverse populations.
 - The climate assessment should acknowledge that marginalization occurs due to a variety of backgrounds and identities, not only because of race or ethnicity.
 - First-generation, non-traditional (part-time, commuter, transfer, or older students), students with disabilities, various sexual and gendered identities, minority religious identity, and students with identities that are aggregated into broad classifications (such as Latino/Hispanic or Black) that do not encompass the full array of identities and backgrounds should be examined in relation to campus climate.
 - Microaggressions should be assessed at a personal and institutional level.
 - If sub-groups are not acknowledged, given space and voice for their difference and inclusion, or if they are systematically, personally, or emotionally excluded from full campus participation, they will not succeed academically.
 - Microaggressions experienced by culturally diverse faculty and staff must also be included in any assessment of campus climate.
 - Analysis of university employees should move beyond counting faculty or staff of color.
 - Determine representation of diverse populations within departments and administrative units.
 - Examine representation of diverse populations within all levels of employment, from hourly staff to upper university administration.
 - Assess institutional structures, policy, and processes in relation to current research on how educational institutions systematically oppress or marginalize students in order to create a more equitable system.
 - Rethink assumptions that the university has regarding what it means to be a student.

- Rethink assumptions that the university holds about what students will do to seek out resources.
- Acknowledge current structures of power and work to redistribute it in ways that promote full participation and representation of diverse interests, backgrounds, and identities.
 - Examine who has access to information and resources.
 - Examine the processes of creating, changing, or removing policies and curriculum.
- Analysis of university employees should move beyond counting faculty or staff of color.
 - Determine representation of diverse populations within departments and administrative units.
 - Examine representation of diverse populations within all levels of employment, from hourly staff to upper university administration.

Create a more supportive and diverse campus for students

- Improve non-academic opportunities to promote and engage students in diversity issues.
 - Increase presence of diversity-based training in student orientation.
 - Orientation programs should be designed to facilitate student retention of information.
 - Orientation planners should adopt a tiered and multidimensional approach to delivering information.
 - Recognize the importance and value of community involvement, and teach students how to market their off-campus involvement in the job search.
 - Create engagement opportunities for minority students that cater to their interests to help create social support networks that also facilitate student success.
 - Offer opportunities to get involved at a variety of days and times, and differing lengths of commitment as minority students may find themselves struggling to manage culturally significant messages that might cause tensions between pursuing an education and maintaining familial obligations (Nelson Laird, Bridges, Morelon-Quainoo, Williams, & Holmes, 2007).
 - Increase the number of dedicated areas across campus for breast-feeding mothers.
 - Create more gender-neutral spaces. Signs, restrooms, and other gathering areas should be redesigned away from binary representations of gender.
 - Provide campus resources and information, both online and hard-copies, in multiple languages.
 - Examine how religious holidays and practices from all faiths are represented on campus.
 - Provide prayer spaces across campus.
 - Create visible supports for other faiths beyond the LDS gatherings advertised on campus.
 - Provide notices regarding relevant religious holidays, including Hanukkah, Ramadan, and Kwanza.
- Create more space on campus for student groups, activities, and gatherings.

- Create a dedicated space in the Union for a meditation room with access to a foot and hand washing station. This room would be utilized for any student as a space to pray, meditate and reflect.
- Our student body encompasses many cultures. Each of these cultures need their own physical space for students to be able celebrate their unique cultures. These cultural community spaces need office space for advisers as well as private space for students to celebrate their culture among their peers. It is very important that these cultural centers be built in a central location on campus where the centers can easily share their culture with the university community.
- Students of underrepresented populations must be involved in the building of their new spaces. Each culture will have their own unique needs and the layouts of their spaces must be reflected in those needs.
- Creating a dedicated space for cultural performances. This would act as a dedicated programming space for the cultural centers where they could share their culture through a myriad of programs.
- Provide better transition supports for transfer students, particularly those coming from 2-year institutions such as Salt Lake Community College.
 - Ensure that there is a clear, consistently enforced transfer policy.
 - Treat all transfer students in an equitable fashion.
 - Make sure transfer students are connected with an advisor and have access to a centralized source of information.
 - Begin a peer advisor program for transfer students. Trained peer advisors who have also gone through the transfer process may help students transition to the University. Peer support is critical in helping students transition to the University, but it is important that they are getting the correct information.
- Provide additional financial supports for students from diverse populations.
 - Identify possible sources for Bridge funding that will aid doctoral students when a gap in funding occurs in order to avoid stop-out and drop-out, in addition to seeking continual funding sources.
 - Audit current revenue streams for funding graduate students to identify areas where matching funds may be possible in the future.
 - Offer paid internships and involvement opportunities so that students don't need to choose between working off-campus or getting involved on-campus.

Educate and support faculty and staff in relation to diversity issues

- Improve interdisciplinary connections for faculty and staff.
 - Hold interdisciplinary lunches or brown-bag lunches to connect faculty and staff.
 - Create talks within and across departments for professional development, allowing faculty and staff to dialogue about professional concerns.
 - Create a community- and interdisciplinary-based mentoring program for new faculty and staff.
 - Mentors should be provided ongoing training (annually or semi-annually) in facilitating conversations about race, ability, identity, culture, and communication across barriers.
 - Connections should be made to multiple mentors that support various aspects of the professoriate such as scholarship in their field, teaching

- pedagogies, and socialization into the professoriate as a minoritized identity.
- Mentoring should focus on both professional and personal development.
 - Utilize the existing training from the Student Affairs Diversity Council.
 - The 3-part online modality can be leveraged immediately in departments or disciplines that want to take immediate action on diversity issues.
 - Institutional support, including financial and human resources, will be required to expand the current training.
 - Online modules can be followed by face-to-face sessions covering departmental topics and concerns related to race, diversity, bias, and assumptions.
 - Additional information available from Kassy Keen (kkeen@sa.utah.edu), SADC Training Committee Chair and online at <http://sadc.utah.edu/events/training.php>
 - Create a certification program for University of Utah faculty, staff, and administration through the Department of Education, Leadership and Policy in conjunction with the Department of Education, Culture, and Society.
 - Offer summer-semester diversity workshops.
 - Pilot workshops can be provided by graduate students and faculty with expertise in Ethnic, Gender Identity and Expression, Sexual Orientation, and Diversity Studies offered conveniently throughout the year with additional sessions in the summer. Curriculum ideas and tools for crafting inclusive workshops specifically for the University of Utah can be found below:
 - University of Southern California -Resources for teaching diversity: <http://rossier.usc.edu/tools-for-teaching-diversity/>
 - Indiana University - Leading conversations around diversity: <https://www.indiana.edu/~istr695/readingsfall2013/Tools%20For%20Teaching.pdf>
 - Berkeley Professional Development Topics: http://diversity.berkeley.edu/sites/default/files/faculty_fellows_updated.pdf
 - Penn Summit from the Center for the Study of Race and Equity in Education: <http://www.pennsummit.org/>
 - Look at cross-cultural sensitivity and race training by Penn State and other universities which could be tapped for quick resources.
 - Train all faculty and staff members that interact with students in cultural competence and and cross-cultural communication including verbal language, tone of voice, and body language (Lee, 2001).
 - Create a liaison within each department for diversity, inclusion, and confidential support of both faculty and staff.
 - Liaisons could assist in creating awareness within departments regarding the array of cultural identifies of their students, such as the variety of languages, nationalities, and cultures represented in each department.
 - Identify departmental liaisons through self-appointment or surveys to employ a trainer-of-trainer model.

Assess and improve diversity within the curriculum

- Examine departmental assumptions about curriculum.

- Survey departments to assess the knowledge base for professors, administrators, and staff regarding the needs of diverse students, as well as whether their curriculum incorporates frameworks for understanding culture, diversity, and difference.
- Address potential racism and marginalization at the curricular level by providing instructional evaluation resources based in social justice principles to departments and instructors.
- Deans and department administration should provide a space for concerns regarding curriculum and programs.
- Evaluate the current diversity requirement within the undergraduate curriculum.
 - Review and strengthen process for courses receiving DV designation
 - Remove DV designation from courses that do not clearly support the stated intent of the diversity requirement.
 - Make the DV requirement address diversity (race, LGBTIQ, gender, intersectionality, ethnic studies, religion, etc.) more explicitly.

Actively seek to recruit and retain culturally diverse faculty and students

- Conduct research on best practices/programs/activities that promote recruitment and retention of culturally diverse faculty and students.
- Develop, implement, and evaluate a comprehensive plan for recruitment/retention activities that focus on enhancing cultural diversity on campus among faculty and student populations.
- For student recruitment and retention:
 - Develop new strategies to encourage high school students of color to apply and enroll at the U.
 - Expand opportunities for students from historically underrepresented groups to engage in research with faculty and undertake paid summer internships.
 - Provide training to faculty working with graduate students regarding best practices for mentoring.
 - Strengthen the mentoring and retention of underrepresented faculty, post-docs and graduate students to improve the representation, which will impact the retention minority students on campus.
 - Utilize existing Eccles Grant earned by Parker, Smith and Johnson to recruit African-American students.
 - Identify possible state-wide, nation-wide, university-wide, and discipline specific sources for bridge funding that will aid doctoral students when a gap in funding occurs in order to avoid stop-out and drop-out, in addition to seeking continual funding sources.
 - Identify feeder programs and schools.
 - Utilize a personalized team approach to recruit students to programs, including providing direct contact, immediate follow-up, connecting with current faculty, and connecting with current students.
- For faculty recruitment and retention:
 - Develop a departmental diversity hiring plan.
 - Include faculty diversity as a meaningful part of the College/University plan for

diversity and inclusion. Faculty are routinely warned that goals that are not assessed or measured are not met. To achieve a goal, progress must be monitored, measured, and evaluated. Transparency on progress toward goals leads to accountability. The University should monitor, measure, assess, evaluate, and report on progress toward stated goals related to faculty enhancement and diversity and inclusion.

- Consider the adoption of a University-wide policy explicitly supporting diversity contributions in faculty advancement opportunities.
- Develop training for fair and effective faculty searches and provide all faculty search committee members with information on hiring for diversity in addition to search committee hiring guidelines.
- Ensure diversity within the composition of the search committee. Although everyone is vulnerable to implicit bias, a more diverse search committee can help to shine a light on implicit bias and minimize its effects. Include search committee members from outside of the department, outside of academic affairs, or even student members to enhance the diversity of the composition of the search committee. Consider using a larger search committee and include members of departments that have been successful in recruiting underrepresented faculty.
- Make efforts to reach a diverse pool of applicants. Develop connections and networks with institutions, associations, organizations, and even individuals that reach qualified candidates from groups that are underrepresented within the discipline for which you are hiring.
- The position announcement should use statements that convey an interest in the contributions that ethnic minority candidates can make and the impact their work can have on the overall training and goals of the academic program. A phrase like “The University seeks to attract an active, culturally and academically diverse faculty of the highest caliber, skilled in the scholarship of teaching, discovery, application, and integration of knowledge” is an example. “The successful candidate should demonstrate the ability to develop multicultural educational environments that affirm the value of cultural diversity” is another example. The idea is to develop position announcements that convey the value of ethnic diversity and the importance of attracting candidates who bring that added dimension and can facilitate further growth in creating a more culturally and ethnically diverse setting within a department.
- Review current new faculty onboarding and provide information regarding cultural dissonance, cultural identity, and cultural supports available.
- Departments need to actively promote leadership and acceptance of faculty of color by students, staff, and the department

Supporting Research

Student Recruitment, Retention, and Engagement

- Tinto’s (1975) model of student drop-out behavior states that students tend to leave college for one of three reasons: academic challenges, lack of alignment between educational and occupational goals, and lack of integration integrated into intellectual and social communities at the institution

- “If students make sense of their environments through memberships in multiple peer groups that help them acquire the skills they need in college, as Attinasi (1989, 1992) established, then particular activities and groups can both meet students' immediate needs and link students to the larger whole of campus life” (Hurtado & Carter, 1997, p. 338).
- Hagedorn (2005) emphasizes that it is the responsibility of an institutions to design mechanisms supporting the retention of students: “Institutions retain students, students persist” (p. 92).
- The connection between student engagement and student success is extensive and addresses a many outcomes, such as cognitive development (Anaya, 1996; Kuh, 1995), moral and ethical development (Jones & Watt, 1999; Liddell & Davis, 1996), and persistence (Berger & Milem, 1999; Braxton, Milem, & Sullivan, 2000; Tinto, 1993) for students of all racial and ethnic backgrounds.
- Minority students run into concerns like a “chilly” campus environment and strong familial obligations which act as barrier to interacting with faculty and participating in active learning at levels that produce meaningful learning and development (Allen, 1985; Hernandez, 2000; Turner, 1994; Nelson Laird, Bridges, Morelon-Quainoo, Williams, & Holmes, 2007).
- Zamani (2001) states that “student aid has shifted so that fewer grant dollars are awarded, whereas federal student loans have increased. Students coming from low socioeconomic backgrounds are at a disadvantage, as the costs associated with higher education may prohibit even the most talented two-year students from successfully transferring into a baccalaureate degree program” (p. 16).
- There is not sufficient diversity in graduate enrollments to create a robust pipeline despite increased diversity in undergraduate enrollments (Olivas, 1994; Smith, 2015).
- Institutions of higher education committed to diversity translate that commitment into positive outcomes and benefits for all students (American Council on Education and the American Association of University Professors, 2000; Bowen & Bok, 1998; Hurtado, Milem, Clayton-Pedersen, & Allen, 1999).
- Given the obvious need to recruit, support, and graduate doctoral students from diverse backgrounds, doctoral granting universities must design internal structures to meet these goals (Dieker, Wienke, Straub, & Finnegan, 2014).
- Departments and Colleges should design thorough orientations to the institution, including program expectations (Grapin, Lee, & Jafar, 2015). These should include campus resources and how to use them, as well as technology resources related to tasks critical to graduate work, e.g. online citation storage (Endnote, RefWorks, Zotero) and collaborative writing activities (Wikispaces, online storage) (Dieker, Wienke, Straub, & Finnegan, 2014).

Intersectionality, Inclusive Perspectives, and Power

- "The interpretive paradigm of intersectionality seeks to understand multiple, connected lines of difference and inequality" (Alston, 2005, p.677).
- Intersectionality “portrays multiple identities as interdependent and inseparable, depending on each other for meaning, rather than as additive... Among other tenets of this critical framework is to promote social change by eradicating intersecting systems of oppression and privilege" (Abes, 2012, p. 189).

- People of color operate from mestiza consciousness, or multiple/double consciousness, based on their different identities (Santamaria & Santamaria, 2012).
- Intersectionality means a person can not be understood through only a single identity, but must be understood in relation to their other identities (Santamaria & Santamaria, 2012).
- Educational institutions often accept a deficit ideology toward students who are not part of the dominant group. A deficit ideology can lead an institution to not view students who are outside the dominant group as if they need to be lifted up into the dominant group. These students do not need to be filled up with culture from the dominant culture, instead they need to be understood for who they are and what their needs are in education (Castro, 2013).
- To create equity, we must be aware of the ways in which we treat some students compared to others. We need to analyze our structures of power and who has access to those structures. Students who do not have access to those structures of power must be able to voice their concerns, frustrations, and issues to the leaders of educational institutions. Ensuring equity for all students is a moral obligation of any educational institution claiming to encourage a democratic way of life (Dantley, 2009).
- “Power is found in social relations” (Hinsdale, 2012) and thereby has established certain discourses of how people interact with each other. Not all people are incorporated into the dominant discourses created through our society, because they may not have relationships with those who created the dominant discourse. This is what Hinsdale (2012) refers to as a ‘discourse of disadvantage.’ When one population of people determines what the dominant discourse is, they are marginalizing those who are not part of that population. This marginalization leads to a loss of opportunity for many people who are not favored by the discourse of power (Hinsdale, 2012).

Faculty Recruitment and Retention

- A common response from administrators about the lack of faculty diversity is that these individuals are in high demand and low supply; however, numerous studies show this to be a myth (Kulis, Chong, and Shaw, 1999; Olivas, 1994; Smith, 2015; Smith, Wolf, Busenberg, & Associates, 1996). Instead, evidence indicates that White men who have incorporated diversity into their expertise and White women benefit most from initiatives to diversify faculty (Smith, Wolf, Busenberg, & Associates, 1996; Smith, 2015).
- Faculty of color are disproportionately hired in fields related to identities and/or diversity (e.g. Education & Psychology) and encounter a chilly climate where their credentials are questioned (Fries-Britt, Rowan-Kenyon, Perna, Milem, & Howard, 2011; Smith, Yosso, & Solorzano, 2009; Smith, 2015) or they leave academe despite the myth that wealthy and prestigious institutions are out-bidding others to employ these scholars (Olivas, 1994; Smith et al., 1996; Smith, Turner, Osei-Kofi, Richards, 2004).
- Through orientation to the campus and repeated corroboration, students must learn to respect and accept the qualifications of all of their college teachers rather than continuing to assume faculty of color are illegitimate members of the faculty; this includes eliminating their ability to avoid courses with racial content (Antonio, 2003).

- Studies indicate individuals of all identities can be effective in cross-identity mentoring; however, they require purposeful training and ability to shift one's perspective (Bickel, 2013)
- These recommendations align with those made by Dumas-Hines, Cochran, & Williams (2001) after a comprehensive review of research on recruiting and retaining diversity faculty and students.
- The University of California system adopted Academic Personnel Policy #210 in 2004, explicitly stating that "teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications" in appointments and promotions.
- The University of West Florida Faculty ADVANCE Report on the 2012 Faculty Culture Survey revealed that 63% of faculty agreed or strongly agreed that faculty diversity is an important strategic goal for the University. Fewer than half reported that they had received guidance/training on procedures for fair faculty searches.
- Appendix E of the University of Rhode Island recruitment manual is called "Resources for Broadening the Applicant Pool" and contains a list of programs that seek to increase the numbers of women and minorities in faculty positions. That is just one of many examples of resource documents that various universities have created and maintain on their websites to contribute to the overall goal of diversifying faculty.
- 7 Major factors contribute to a chilly climate for faculty of color, resulting in feelings isolation, dissatisfaction, and leaving their position: (1) Being denied tenure or promotion due to "poor fit"; (2) being expected to work harder than white faculty; (3) having color or ethnicity given more attention than one's credentials; (4) being treated as a token; (5) not receiving support or validation for research on related to minoritized identities; (6) being expected to handle administrative concerns regarding minoritized identities; (7) having too few minoritized identities on campus (Antonio, 2003).
- Faculty who work at research and doctoral institutions with more diverse students are more comfortable with the academic and social culture of their campuses and more satisfied than their counterparts who work at less diverse institutions (Antonio, 2003).
- To retain faculty of color, it is required that the culture, perspective, language, and values that individuals bring are appreciated and seen as important for the department and institution (Antonio, 2002; Lawler, 1999; Moody, 2012; Rendon, 1992, 2005; Smith, 2015; Trower, 2012).
- A lack of diverse students and faculty can send the message that faculty of color are "affirmative action" hires (Aguirre, 2000; Antonio, 2003)
- Using the method of 'cluster hiring' decreases feelings of tokenism within departments and institutions resulting in increased retention (Smith, 2015).
- Often, when under-represented faculty are hired, they end up merely replacing similar faculty who have left the institution, thus there is no measurable growth (Clayton-Pederson, Parker, Smith, Moreno, & Teraguchi, 2007; Moreno, Smith, Clayton-Pederson, Parker & Teraguchi, 2006)
- Studies indicate individuals of all identities can be effective in cross-identity mentoring; however, they require purposeful training and ability to shift one's perspectives (Bickel, 2014).
- New faculty should be invited to identify the areas where they feel they need support (race, gender, field, sexual identity, etc.). (Diggs, Garrison-Wade, Estrada, & Galino,

2009; Holmes, Land, & Hinton-Hudson, 2007; Piercy, Giddings, Allen, Dixon, Meszaros, & Joest, 2005; Santamaria & Santamaria, 2013).

- Students from the dominant demographic may not readily accept leadership from individuals who do not represent their pre-conceived notion of what a professor is. This causes academic backlash for professors who feel they have to ‘legitimize’ their teaching and scholarship, even if they are highly accomplished. (Perry et. al, 2009).

Community

Recommendations for Action

K-12 Pipeline

- Social change will occur when institutions of education are willing to tackle real life issues like racism and marginalization of different people and not avoid them.
- Universities and K-12 schools need to work together in order to help students of all races learn how to appreciate those of diverse races.
- Education at all levels is how students develop their views and perceptions of the world.
- While still in the k-12 school system more needs to be done to prepare and encourage students of color to attend universities. We recommend that more is done to strengthen the partnerships and interactions between the University of Utah and local k-12 schools.
- Identify and assist programs in K-12 settings that support students of color, students with disabilities, and students from historically marginalized populations.
- Identify points in the academic pathway where evidence of inequity by race and ethnicity have a direct impact on student outcomes and collaborate with K-12 institutions to help address these inequities.
- Established better collaborations with secondary-level counselors and administrators, particularly in relation to transition planning for students with disabilities.
- Have a presence in K-12 schools during key events beyond college fairs, such as parent-teacher conferences. Have university representatives available to answer questions about admissions, curriculum, and programs at the University of Utah.

Partnerships

- Strategic partnerships should begin as early as elementary school in order to create a college-going culture, particularly for students from low socioeconomic backgrounds or students of color.
 - Particular focus should be given to supporting and improving area schools with large minority populations, such as West High.
- The University of Utah should seek to create deliberate and targeted partnerships to foster successful transition of students from Salt Lake Community College to the U. This includes creating opportunities for these students to become familiar with the university campus, as well as working to addressing any negative perceptions from the University of Utah faculty regarding the academic preparedness of students coming from community college settings.
- Participate in community outreach and community-building activities related to diverse populations within Utah.

- Create and host diversity-based conferences, events and similar gatherings on campus.
- Seek community partnerships to assist in the creation of scholarships and funding opportunities for diverse student populations.

Communication

- We recommend the appointment of a “Communications Czar” tasked with establishing appropriate policy and approval of messages involving issues of diversity.
- The Communications Czar would be responsible for coordinating all communications with:
 - University Students, Staff, Faculty, and Administration
 - Secondary Counselors and Administrators
 - Print and Broadcast Media
 - Social Media--Facebook, Twitter, Instagram, etc.
 - Community Partners

Supporting Research

“A realized ideal of schooling as a vehicle for social mobility, for riding society of inequities, and for embedding democratic principles among citizens has been elusive, appearing more in rhetoric, less in reality” (Marshall & Olivia, 2009. pp.1).

“This leaves social justice easily displaced by other ‘priorities.’ Instead of viewing social justice as integral to decreasing the achievement gap or as a foundational value in school improvement, there is a tendency to see social justice as something you do when all of the ‘important things’ are done, that is an elective practice rather than an essential one” (Marshall & Young, 2009. p.309).

Accountability & Time Frame

Institutional change can be, by necessity, slow; however, there are several key areas the University of Utah can address to demonstrate its commitment to sincere, sustainable, and meaningful change.

Improved data practices

- Current data collection cannot provide adequate information about the presence, persistence, and performance of diverse populations on the University of Utah campus.
- Better information should be collected regarding who are students are and where they come from.
 - More accurate information regarding the background of our students would allow for the creation of training and awareness on how to best serve these populations.
- Data should be disaggregated to provide more comprehensive and precise information regarding individual student groups.
 - Disaggregating data acknowledges that the conflation of race by traditional measures (such as the U.S. Census) contributes to the continued marginalization and erasure of some identities.

- More accurate data will assist the university in creating and assessing the success of diversity-based recruitment initiatives.

Demonstrated financial commitment in 2016-2017 budget

- No meaningful institutional change can occur without a dedicated financial investment from the institution.
- Current staff and programs related to diversity are already working at capacity. Additional funding for training, staffing, and outreach is critical if the the university wishes to enact institutional change.
- Institutional investments should be based on the findings of the campus climate assessment, and should be prioritized to address the most critical areas in need of improvement. However, financial investment and support of diversity-related initiatives, programming, training, and other actions should be ongoing to sustain institutional change.

Visible presence of campus leadership

- Central and upper administration must be committed to including diverse perspectives in their leadership practices, including the formation of committees and hiring practices.
- The Office of Equity and Diversity is understaffed and overcommitted.
 - Dedicated positions within the department should be created to address the individual needs of faculty, graduate students, and undergraduates in relation to matters of diversity and equity. Adequate time and attention cannot be provided to these groups when it is understaffed.
- We recommend the creation of a Chief Diversity Officer in addition to these dedicated positions.

Written agreements and communication practices

- Students have been clear in their demands that they want demonstrable, binding commitments to changing the current campus climate.
- Written agreements confirming the university's plan of action, responses to student concerns, and other matters of equity and diversity should be drafted in conjunction with students and the campus community.
- Written agreements with student groups, populations, or other stakeholders should be made easily visible and accessible on the homepage for the Office of Equity and Diversity.
- As noted earlier in this proposal, university-initiated communications regarding matters of diversity, equity, or the racial climate on campus should not be limited to members of particular student groups and clubs.
 - Open forums, such as the one held on November 20, 2015 need to be widely promoted.
 - Communication regarding diversity, including outreach, discussions, initiatives, and other actions, should not be seen as the sole interest of "niche" stakeholders on campus, but rather as a primary concern of all students, faculty and staff.

Conclusion: White students' perceptions of students and faculty of other races and backgrounds and connecting back to the student protests.

Recent studies show that students are growing up more segregated by race than previous generations (Bowman & Denson, 2012; Frankenberg, Lee, & Orfield, 2003; Saenz, 2010; Strayhorn & Johnson, 2014). These studies show that growing up in these racial divided environments affects how precollege students perceive other races. Many students in Utah grow up having limited interactions with people who identify as a different race than they are. According to the US Census in 2014, In the state of Utah almost 80% of the population identifies as White, not Hispanic. Nationally, Black students attend schools populated predominately with minority students and at the same time Black student populations in majority White schools is declining (Frankenberg, et al., 2003). This lack of interaction with students of other races will impact how these students perceive other diverse students (Saenz, 2010). Typically, these precollege perceptions are negative and created based on stereotypes and generalizations taught through society (Bowman & Denson, 2012).

Once students attend a university with more diversity than in the community they grew up in, they have the opportunity to change their precollege perceptions (Saenz, 2010). Interactions with diverse groups of people can have a positive impact on students who grew up without those interactions both socially and educationally (Bowman & Denson, 2012; Strayhorn & Johnson, 2014). For many White students in Utah, college can provide the first meaningful opportunity to interact with diverse peers. Universities then need to ensure that they organizationally promote a positive space for these interactions. Without a university level system to help students see people from other races and backgrounds positively, the interactions can be detrimental to the students and the university (Scheurich & Young, 1997).

It can be easy for White students in a state dominated by White people, to feel that the university should be designed to help others adopt White views. These students do not need to be filled up with culture from the dominant culture, instead they need to be understood for who they are and what their needs are in education (Dantley & Tillman, 2009). If institutions reinforce White students' precollege perceptions of other people of different races and backgrounds, that university has missed the opportunity to influence experiences with diversity. Being able to learn and appreciate diverse groups of people will help all students, not just White students, both socially and academically during their time at a university (Saenz, 2010). Societal and institutional racism are pervasive in Utah and needs to change at the highest level of education: universities.

Institutional racism happens "if a school's standard pedagogical method is culturally congruent with the culture of White students but not with the cultures of students of color" (Scheurich & Young, 1997, p. 5). Institutional racism typically exists as covert racism instead of overt racism, but causes just as much harm to students of color. Educational settings help shape the views of society and if there is institutional racism it will most likely spill over to become part of societal racism (Scheurich & Young, 1997). So it is incumbent upon educational institutions to address the issues of inequity that exist within the institution and all of society. Higher education universities are places that must be involved in analyzing and critiquing inequity, if they claim to be research based institutions. "White scholars have virtually never had to think about wearing the epistemological clothes of people of color or even to consider the idea of such 'strange' apparel" (Scheurich & Young, 1997, p. 9). Since the majority of students at the University of Utah are White, it is incumbent upon this institution to help this dominant group change how they perceive students and faculty of all other races and backgrounds.

At its core, to bring it back to the reasons why we engaged in this assignment as a class, this is what we have been hearing as to what campus Black student leaders are calling for across the country when they speak of changing the racial climate at predominantly white institutions (Chronicle of Higher Education, 2015, New York Times, 2015). To be sure, Black students can claim a victory at the University of Missouri in that a president and chancellor were forced to step down after calls for their resignation from a lack of leadership to seriously address racism on campus. In addition, it will be good to have more students of color on campus, more faculty of color, mandatory diversity training for all, more financial aid for low income students and students of color, addressing Black student issues on campus or providing support for academic and cultural programs, etc. But changing the climate, culture and atmosphere at the university with regard to racism in particular, and diversity overall will require deeper, long term, committed culturally responsive leadership in higher education in numerous ways, to address how actions, or inactions are products of institutional decisions and priorities and reflections of conscious and unconscious decisions and assumptions made daily by faculty, administrators, staff, students and outside community members. This type of leadership has to connect the K-12 to the higher education context. We hope that our suggestions for thought and policy actions will move the University of Utah to be a model in higher education that moves on this deeper path of committed leadership change. This should be done in order to promote access, equity and improvement so that all students can finally benefit from an comprehensive educational system that fulfills students rights to cultural/political self-determination, economic success, gender/sexuality acceptance and respect, and to continually question and challenge the way we think about the purpose of and engage in leadership in schools and colleges and universities

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