

**Strategic Planning and Budgeting Advisory Committee
President's Committee on Diversity
President's Committee on Gender and Sexuality
Diversity Student Alliance**

Thursday, November 14, 2019
3:00-5:00 pm
Jamrich 1318

Shared meeting: This joint meeting invites the four groups listed above to share perspectives on diversity, inclusion, and equity.

Meeting goals:

1. To provide an opportunity to share suggestions for a new name for the Jacobetti Complex
2. To identify strategies to continue to strengthen diversity, inclusion, and equity at Northern Michigan University

What does a diverse, inclusive and equitable campus look like?

- Community where minorities are heard / represented / valued
- Departments incorporate Universal Design (U.D.) for learning and assessment
- Access to resources (communication / accessibility)
- Employee evaluations value contributions for diversity, equity, and inclusion (DEI)
- High graduation rates for everyone
- Path to fix historical issues
- Make a serious commitment to providing resources to support DEI (money / people / space)
- DEI services are offered fully, not half-effort or half-supported
- Billboards that speak to diversity
- Trained faculty/staff (including RAs) for student support
- Retention over recruitment for students and employees
- Everyone uses Inclusive language, including on signage, images, billboards, and websites
- Filling boxes vs. checking boxes
- Continuous opportunity to combine groups / perspectives
- Academic curriculum promotes diversity, inclusion, equity (e.g., cosmetology curriculum includes many hair types; culinary arts has many foods; construction management teaches universal design)
- Faculty include preferred pronouns
- Community is always working to be more diverse
- I see faculty who look like me
- Connection to community, educating the community
- Conversations with the community; inviting conversation
- Student groups come together

- All web resources are accessible
- Microphones are used in big rooms
- Campus is accessible to people who use wheelchairs

What Can We Do to Make it Happen?

- There is not enough money spent on the campus' accessibility issues
 - There used to be a lift vehicle that used to assist constituents around campus ("back in the day"--probably over 10 years ago)
 - Walk-ways and other areas are especially not accessible during winter & it takes them a while to get the areas anywhere close to clear--and students have to get to class on time, too
 - (My observation: even the areas around the disabled parking spots are iced over, so you get a spot, but getting from vehicle to building is hazardous)
 - Marq-Tran has been "banned from using the drives" in order to get passengers closer to the doors. They are now limited to dropping people off in the parking lot areas.
- Departments incorporate universal design for learning and assessment
- Access to resources (communication / accessibility)
- Specific retention strategies for students who come here; note that some students come here because Marquette is far from something they are trying to get away from
- Connect students to resources - RAs are a first step
- Employee evaluations value contributions for diversity and inclusion
- Money / people / space commitment
- Inclusive language, signage, images (billboards / websites)
- Continuous opportunity to combine groups / perspectives
- Clear statement addressing diversity and inclusion / condemnation
- Faculty include preferred pronouns
- Specific retention strategies
 - Trained faculty / staff for student support (RA's)
- Diversity training for new faculty and circle back to revisit and emphasize these issues
 - Weekly newsletters (similar to Wellness Wednesday) to keep concepts current; make sure students see resources
- Anonymous, non-formal way to share information about microaggressions or inappropriate behavior
- Having department diversity liaison
- Make this a top management priority, reflected in recruitment and hiring process; ask new faculty & staff applicants how we can increase diversity in the classroom and other places
- Academic curriculum promotes diversity and inclusion so students implement diversity and inclusion after leaving NMU
- For faculty to integrate into curriculum, need time and space – reassign time award to encourage diversity & inclusion initiatives

- For faculty or staff with temporary or permanent disability, have transportation between buildings (Note: door to door service is available, many people in the room not aware of it until now; difficult to find information about the service on NMU's website)
- Recognition of student success to counter imposter syndrome, which may be felt by first-gen, LGBTQ, or minority students
- Continue to have large group ideas to spur ideas and make connections
- Find a department to pilot universal design learning & assessment
- Have students involved in training faculty and staff
 - Avoid students' being martyred for training (make sure to pay attention with implementation so students aren't negatively impacted and don't expect students to have all the answers)
 - Students and Mike Bath are working together to make sure that all NMU police officers will have diversity training
- Avoid diversity fatigue
- Promote UNITED, Skillbuilders, and other DEI programs that are already happening
- Provide online training to allow more schedule flexibility
- Create and share glossary of resources available on campus (e.g. rides, student orgs, how to get in touch with right person) - example, Jill Compton knew that rides were available on campus, but took her a long time to find info on website

How do we continuously reaffirm our commitment to diversity, equity, and inclusion?

- Clear and unequivocal statement affirming diversity & condemning hate speech
- "Nothing about us without us" – SAIL
- Faculty should take personal responsibility
 - Example – diversity statement, when it's on syllabus, gets glossed over when syllabus is introduced; faculty should read it to reaffirm to students, like they read statement about grading; communicate that the resources are available
 - Diversity statement and ADA statement on syllabus gets glossed over; not sure if faculty understand them well enough to talk about them
 - Faculty need to reaffirm that they include the statement in syllabus not just because it's the law, but because it's the right thing to do.
- Liaison in departments will be good for Disability Services to know who to contact in a department
- Students don't expect faculty to know everything, but want to be able to have a conversation; would be good if faculty in freshman blocks can identify department liaisons
- Faculty include preferred pronouns on syllabi and emails, letting students know that faculty are open to that