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BACKGROUND

The Office of Equity and Diversity (OED), the Global Programs and Strategies Alliance (GPS) and the Office of Public Engagement (OPE) joined together to create the Intercultural Competence Work Group (ICWG) designed to create a coordinated University-wide agenda focused on strengthening intercultural competence. While the group has a goal in mind, there are many questions as to how to get there, where the University is with regard to intercultural competence*, and how the ICWG can help. The ICWG generated a list of strategic questions for the PEL group to explore; however because of the time constraints associated with PEL, we narrowed our focus to three questions:

- What is the current state of intercultural competence development at the University of Minnesota as it pertains to diversity issues concerning gender, race, ethnicity, nationality, religion, sexual orientation, socio-economic status, and ability/disability? What is the University doing well? What is the University doing that warrants additional attention?
- What is the appetite and readiness among members of the University community in addressing intercultural development issues? Where are there points of opportunity? Where are there points of resistance?
- What are the prevailing definitions and conceptualizations of intercultural competence across constituency groups (e.g. faculty, students, staff, etc.)? What are the points of agreement or points of tension?

We believed these questions would allow us to take the temperature of the campus in relation to intercultural competency as well as offer some suggestions for areas of improvement. Our initial plan was to conduct benchmarking of comparison campuses (e.g. Big 10, UMM 14, etc.) as well as conduct a survey of all students, faculty, and staff on the five University of Minnesota campuses. After further consultation with our sponsors, advisors and the ICWG, it was clear to us that this plan was too ambitious for a newly established work group and for the time constraints our PEL team faced. In many of our discussions it became clear that there was little consensus on the language used by each of the offices and even within offices terms held different meanings. We also learned that many in OED, GPS and OPE were unsure what the other departments did or how their work could be better integrated to benefit the campus. There was general agreement that the offices share similar goals, but it was unclear how those goals could coalesce into a more united mission and approach to intercultural competency.

Based on these discussions, we decided to conduct a smaller survey designed to assess the work done by people interested in diversity, equity/inclusion, international

* The word “competency” was one of the more contentious terms used, with a number of stakeholders arguing no one could ever be truly competent with all the various groups of people on campus. For the purpose of this report we will use intercultural competence with some frequency because that was the language used in the initial proposal. However, we are aware of the controversial nature of the term.

perspectives, and public/community engagement. We believed this approach would allow us to

- Identify best practices of other institutions comparable to the University and examine the University's existing policies, programs and resources as they relate to diversity, equity/inclusion, international perspectives, and public/community engagement
- Provide benchmarking data from University stakeholders related to current beliefs or definitions of the work related to diversity, equity/inclusion, international perspectives, and public/community engagement based on survey data
- Provide the frames that are used by system-wide diversity educators or stakeholders for the ICWG to use to interpret the readiness for more combined efforts in planning, implementation and measurement of programs by OED, OPE and GPS
- Identify current need for diversity, equity/inclusion, international perspectives, and public/community engagement work to help educate and increase awareness about diverse populations at the University
- Make recommendations for next steps concerning the collection of data related to diverse populations and system-wide educational efforts
- Provide basic foundational background for system-wide information that could lead to policy planning in terms of understanding diverse populations, philosophies and cultures within and across the University and the populations it serves.

METHODS

Our PEL team in consultation with the sponsors and advisors created an eight-question survey focused on language used on a day-to-day basis as well as descriptions of individual activities and groups served. Our survey questions were created in order to:

- See the relationship that individuals' work had with OED, GPS, and OPE
- Determine what key words best describe the work that people do
- Understand the primary goal of their work; what they like and don't like about it and what, if anything, they would change about it
- Discover the intersections their work has with the overarching themes of OED, GPS, and OPE.

The survey was approved as exempt by the University of Minnesota Institutional Review Board on March 28, 2012, and was administered by the Center for Small Towns (CST) under the supervision of Dr. Engin Sungur at the University of Minnesota - Morris.

Following IRB approval, the survey was sent to a pilot group for comments and suggestions. Following the pilot, minor changes were made to clarify wording choices and to make Likert scales more consistent. The survey was sent to 758 stakeholders from a list generated by our PEL team and staff from OPE, OED and GPS. Participants included faculty, students and staff from all five University of Minnesota campuses. The survey was sent on April 18, 2012, and participants had until April 27 to finish it. On April 25, a reminder was sent to those who had not yet completed it. A total of 317 participants (41.8%) submitted the survey, although not all participants completed every question.

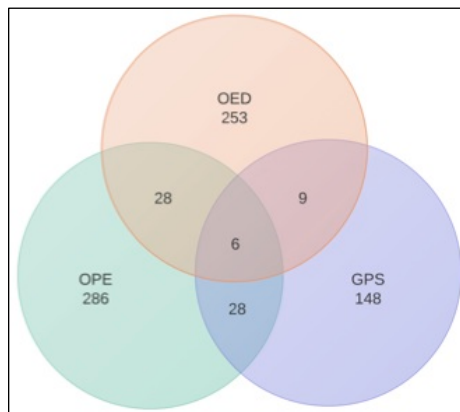
SURVEY QUESTIONS

The survey consisted of two closed-ended (#1 and #3) and six open-ended questions.

1. How well do these terms classify your work/contribution to the campus?
1=None of my work, 2=Some of my work, 3=Half of my work, 4=Most of my work, 5=All of my work
 - Diversity and/or equity
 - International and/or global perspectives
 - Public and/or community engagement
 - Other
2. How do you describe the work that you do as it relates to diversity and/or equity, international and/or global perspectives and/or public/community engagement?
3. How relevant are each of these terms in relation to your work?
1=irrelevant, 2=of little relevance, 3=moderately relevant, 4=relevant, 5=very relevant
 - Interculturalism
 - Multiculturalism

- Inclusion of diverse communities
 - Diversity
 - Equity
 - Outreach
 - Internationalization
 - Global competence
 - Difference
 - Community engagement
 - Global citizenship
 - Cross-cultural engagement
 - Social justice
 - Intercultural communication
 - Culture
 - Other
4. What is the primary goal/purpose of the work you do for the University?
 5. Whom do you primarily serve?
 6. What resources and support do you use to do your work?
 7. What resources and support do you feel are lacking while doing your work?
 8. What intersections, if any, do you see among these areas of work: diversity and/or equity, international and/or global perspectives, and/or public/community engagement?

The stakeholder lists that were compiled for us by our sponsors and advisors consisted of 758 constituents who have a vested interest in the work of the ICWG and the further enrichment of how intercultural competency would be viewed at the University. Many different academic settings and backgrounds were represented in the list. We took steps to ensure that constituents did not receive the survey more than once; however, in order to be able to understand how the answers we received might be impacted, we compared the duplicate names and made note of the offices from which they came.



Overlap in identified constituents

Using the 317 responses to the eight survey questions, our PEL team set out to explore how the stakeholders perceive intercultural competency and to find answers to questions that six months ago did not exist.

ANALYSIS OF SURVEY RESULTS

The return rate for the survey was 41.8% with 253 completed surveys and 64 partially completed surveys. We owe a special thanks to Dr. Engin Sungur of the Center for Small Towns at the University of Minnesota, Morris, for his assistance with the administration and interpretation of the results. Without his diligence and expertise with survey set-up, strategy and coordination, none of this would have been possible at such a detailed and thorough scale. Our team was able to travel to Morris on May 7, 2012, to meet with Dr. Sungur to review the results and learn more about how best to decipher and explain the survey results.

Our tasks upon leaving Morris were three-fold:

- Review the summarized data for the closed-ended questions, noting the relationships between the answers and the three core departments and what those relationships indicate in terms of intercultural competency
- Analyze and categorize the open-ended questions to find common themes in order to quantify the qualitative data
- Find a method to present the data to our audience at large so the goals are met for both our PEL team and the ICWG.

ANALYSIS OF CLOSED-ENDED QUESTIONS

Question #1:

How well do these terms classify your work/contribution to the campus?

1=None of my work, 2=Some of my work, 3=Half of my work, 4=Most of my work, 5=All of my work

- Diversity and/or equity
- International and/or global perspectives
- Public and/or community engagement
- Other

Below is a listing of the percentage of people who ranked the three main choices above at level 5=All of my work. 246 people responded to this question. *Note – Respondents were able to answer each of the three questions individually, so the percentages are based for each of the three main choices individually as well.*

- **123 people (50%)** said that Diversity and Equity classified most of / all of their work
- **94 people (38%)** said that International and Global Perspectives classified most of/all of their work
- **111 people (45%)** said that Public and Community Engagement classified most of / all of their work

Question #3:

How relevant are each of these terms in relation to your work?

1=irrelevant, 2=of little relevance, 3=moderately relevant, 4=relevant, 5=very relevant

Term	Number of (5) Responses	Percentage of all responses for this term that were (5's)
Culture	153	63.75%
Inclusion of diverse communities	150	60.48%
Diversity	140	56.68%
Equity	136	55.28%
Outreach	128	51.82%
Difference	113	48.92%
Multiculturalism	118	48.16%
Intercultural communication	116	47.54%
Cross-cultural engagement	111	45.87%
Social justice	109	44.67%
Community engagement	108	43.72%
Interculturalism	98	42.79%
Global competence	94	39.33%
Internationalization	88	36.67%
Global citizenship	79	32.64%

Frequency and percentage of terms ranked at 5 = Very Relevant

Each respondent ranked each of the 15 terms individually. 241 people responded to this question. The results identify “culture” and “inclusion of diverse communities” as the two highest ranked terms. This data should be used to shape a working definition of intercultural competency. Finding a common language that can be used across the three key constituent groups will be crucial to reflect the values of the work that people do. Including more than one of the key terms and creating synthesis from this question would create the most cohesive and well-rounded definition.

Decision Trees for Closed-Ended Questions

The responses to the closed-ended questions examine how the key constituent departments of OED, GPS, and OPE classify themselves with regard to the work that people do, as well as reflect the key terminology used to define day-to-day work. These two related questions allowed our PEL team to have decision trees created to show the probability of particular outcomes based upon the data received.

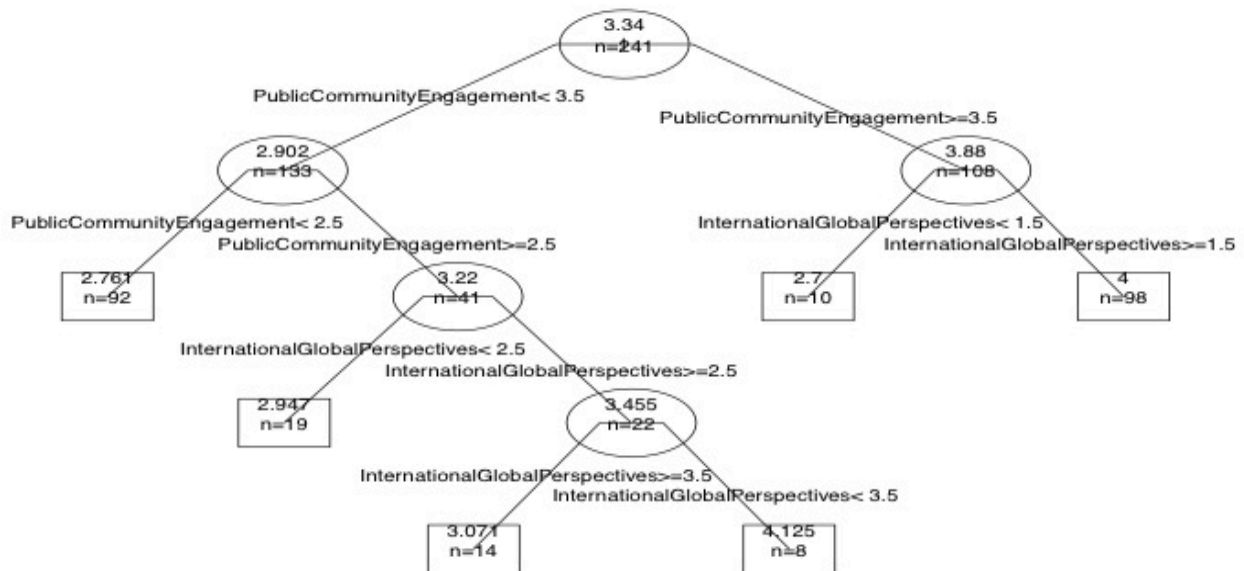
Question #1:

How well do these terms classify your work/contribution to the campus?

1=None of my work, 2=Some of my work, 3=Half of my work, 4=Most of my work, 5=All of my work

- Diversity and/or equity
- International and/or global perspectives
- Public and/or community engagement
- Other

Classification Tree for DiversityEquity as Response

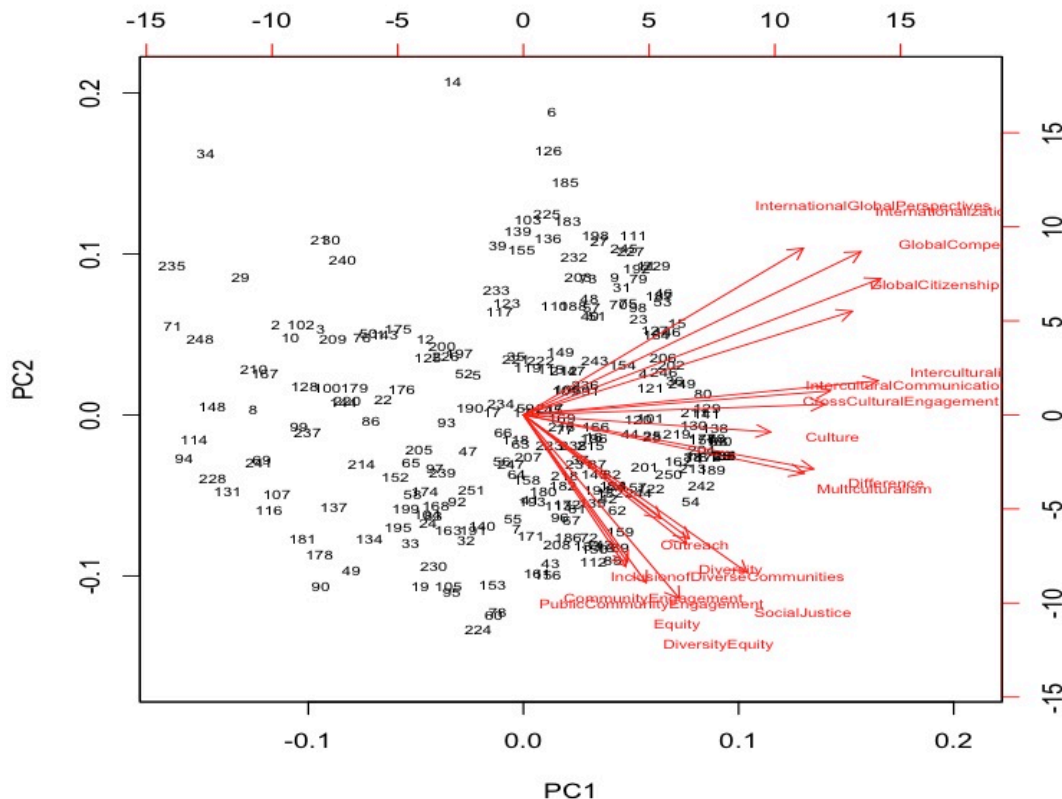


What can be inferred from this decision tree is a very strong association between diversity/equity and public engagement. Of the 241 people that gave diversity/equity a ranking in Question #1, almost 45% (108) of respondents also ranked public/community engagement higher than 3.5. The next tier down shows a stronger relationship between diversity/equity and public/community engagement than between any of the other two areas and those that contain international/global perspectives. However, the median score for diversity/equity was 3.5 out of 241 responses, and 3.0 out of 246 responses for both international/global perspectives and public/community engagement. This tells us the scoring mix among the respondents was close enough to establish at least some sort of relationship between all three areas. Lastly, 98 respondents ranked diversity/equity above a 3.34, public/community engagement above a 3.88, and international/global perspectives at least above a 1.5, demonstrating a relationship, although weak, between all three, but in the order listed.

Regression Analysis

The following graph uses a plot diagram to show each of the average of 242 counted responses and their relationship between one another:

- ▶ **Q1. How well do these terms classify your work/contribution to the campus?**
1=None of my work, 2=Some of my work, 3=Half of my work, 4=Most of my work, 5=All of my work
- ▶ **Q3. How relevant are each of these terms in relation to your work?**
1=irrelevant, 2=of little relevance, 3=moderately relevant, 4=relevant, 5=very relevant



Note the five distinct groups that emerge as they are plotted on this graph. This shows areas of focus for future work based upon how Questions #1 and #3 are related to each other in levels of relevance and how people classify their work.

- **Group 1.** Global Citizenship, Global Competence, Internationalization (Goes with International Global Perspective)
- **Group 2.** Intercultural Communication, Interculturalism, Cross Cultural Engagement (Goes with International Global Perspective)
- **Group 3.** Multiculturalism, Difference, Culture (Goes in between of all)
- **Group 4.** Diversity, Outreach, Inclusion of Diverse Communities, Social Justice (Goes with Public Community Engagement, and Diversity Equity)
- **Group 5.** Equity, Community Engagement (Goes with Public Community Engagement, and Diversity Equity)

Other Observations from Closed-Ended Questions

Besides grouping the 15 key words from Question #3 into five distinct areas of focus, the closed-ended survey questions also highlight major patterns within the responses that could not be seen by looking at the responses on their own. These interpretations are listed below and should be used in conjunction with the grouping of the key words from Question #3 to facilitate a more focused discussion going forward.

- Diversity and/or equity and Public and/or community engagement are similar to each other.
- Diversity and/or equity and Public and/or community engagement present a strong contrast with International and/or global perspectives.
- Contrast between Diversity and/or equity and Public and/or community engagement appears only on the third dimension.
- All three are part of the work (48.71% of the variation).
- Diversity and/or equity, Public and/or community engagement contrast with International and/or global perspectives with an inverse relationship (32.44% of the variation).
- Diversity and/or equity contrast with Public and/or community engagement with an inverse relationship (18.85% of the variation).

OPEN-ENDED SURVEY RESULTS

The six open-ended questions allowed the respondents to use their own words about the given topics. The benefits of this type of question are that unique, detailed, and personal answers are given. The drawback is that the computation of the data is more complicated because individual word choice needs to be converted into quantifiable data. To accomplish this task, we developed a coding scheme to capture the data and used that information for statistical analysis. To develop our coding schemes we:

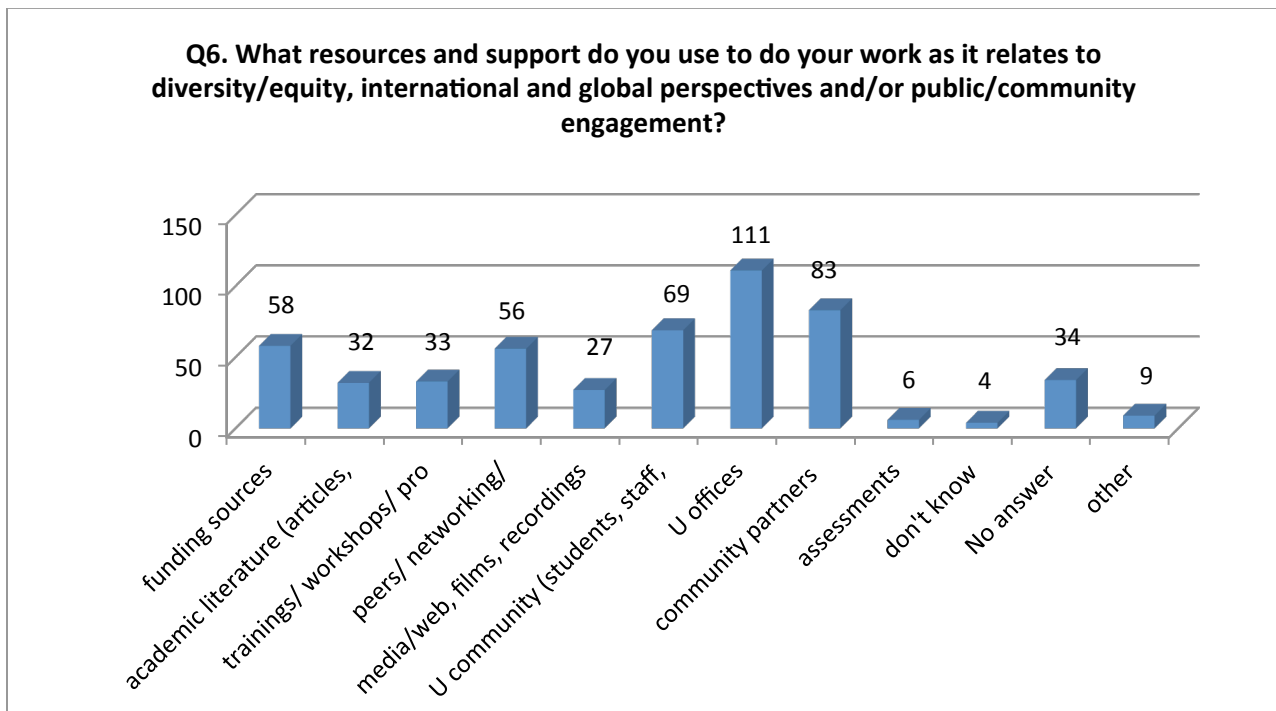
1. Divided the six open-ended questions between the team members so that each question had at least two different people reviewing it.
2. Read all of the answers for our assigned questions at least once.
3. Randomly choose a sample of responses to create the themes into which all of the answers could then be grouped.
4. Coded every answer given.
5. Created a tally system to display the data in numerical form.
6. Created decision trees to show relationships between the closed-ended questions and if and how they related to the open-ended questions.

Example of themes and coding tallies for open-ended questions

Before reviewing the data results from the open-ended questions, it is important to understand what themes were used for coding. The example below is of a theme spreadsheet with corresponding tallies for the different codes that were used. Note that since two people were assigned to each question, coding tallies were cross-checked and one final combined version of the themes and coding was decided upon for consistency.

Question #6 Example:

Q6. What resources and support do you use to do your work as it relates to diversity/equity, international and global perspectives and/or public/community engagement?											
TYPE											
funding sources	academic literature (articles, papers)	trainings/ workshops/ pro dev (orientation/ courses)	peers/ networking/ conferences	media/web, films, recordings	U community (students, staff, faculty)	U offices	community partners	assessments	don't know	No answer	other
58	32	33	56	27	69	111	83	6	4	34	9
OFFICES REFERRED TO											
OED	OPE	GPS									
46	13	23									
ASSESSMENTS (list here)											
StrengthsQuest			1								
IDI			4								
Cultural Intelligence (CQ)			1								

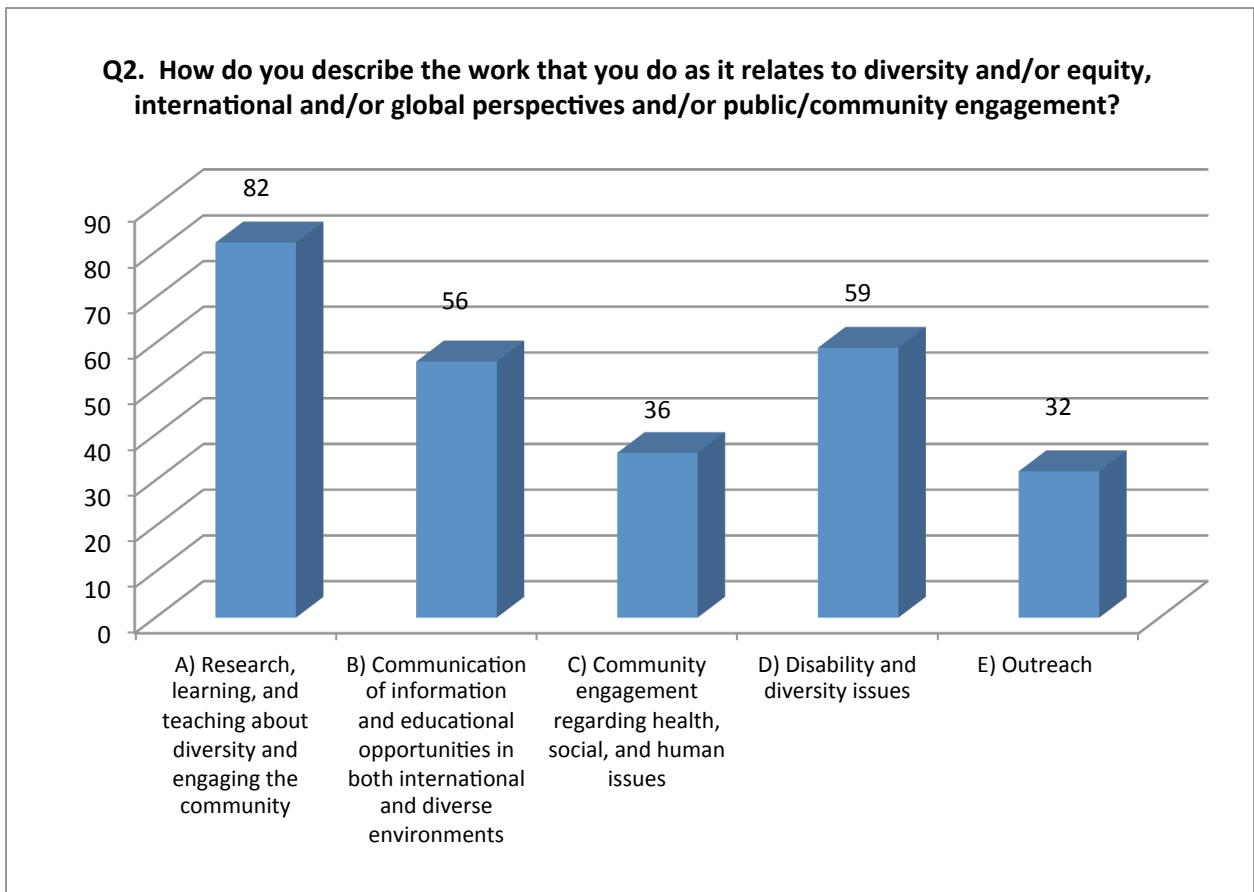


All responses to Question #6 were coded using the identified themes. The themes listed in the spreadsheet above show the total number of responses that fit within those themes once the coding was complete, and the bar chart illustrates the most prevalent themes that presented once the coding and tallying was complete. This method was used on Question #2, and Questions #4-8. Themes were identified for each individual question by the two-person team assigned that question, and coded using those themes.

Below are the tallies of the coding of the themes and the corresponding bar charts for each of the six open-ended questions.

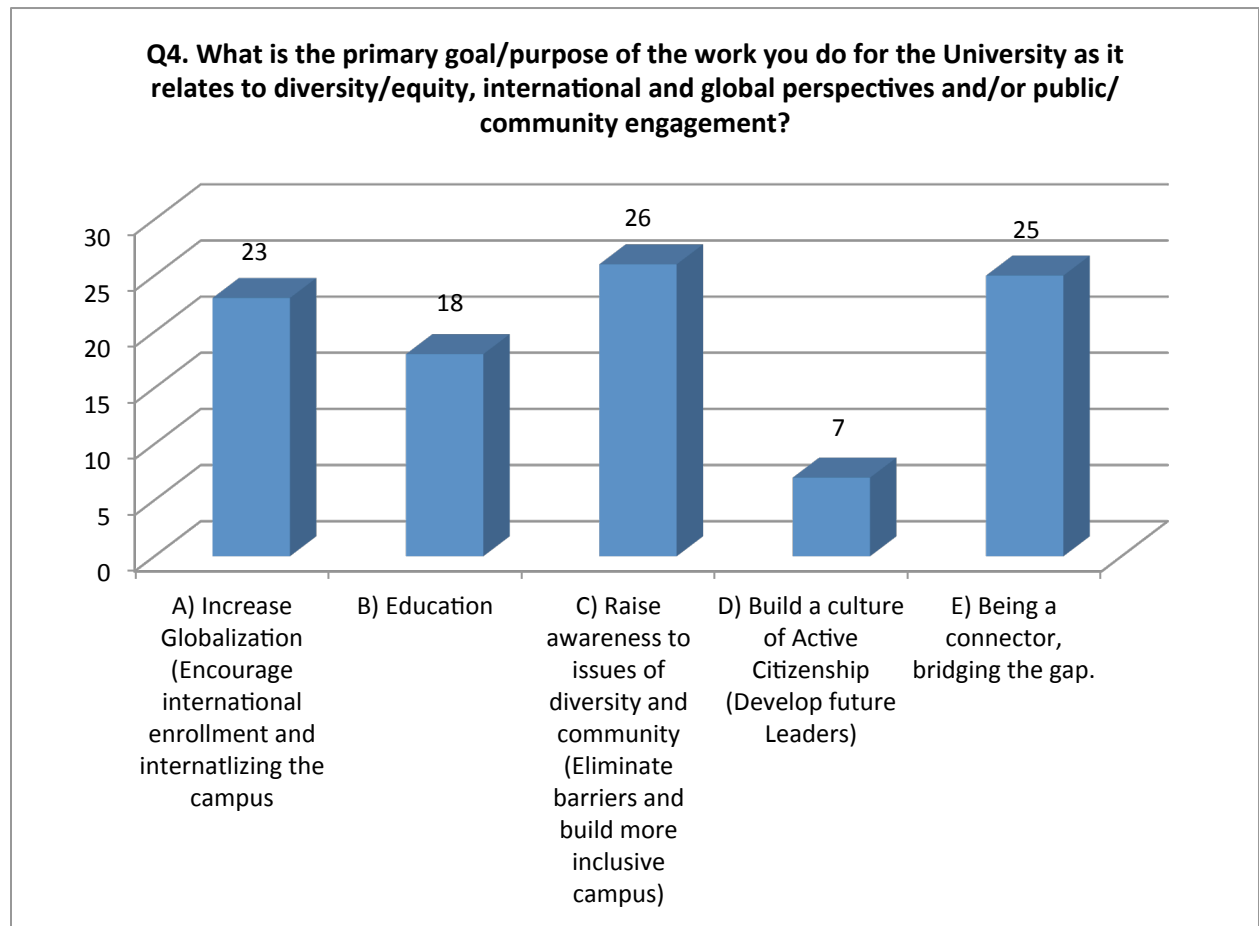
Question #2

Q2. How do you describe the work that you do as it relates to diversity and/or equity, international and/or global perspectives and/or public/community engagement?				
Type				
A) Research, learning, and teaching about diversity and engaging the community	B) Communication of information and educational opportunities in both international and diverse environments	C) Community engagement regarding health, social, and human issues	D) Disability and diversity issues	E) Outreach
82	56	36	59	32
OFFICES THAT WORK REFERENCES				
1 - OED	2 - OPE	3 - GPS		
13	20	2		



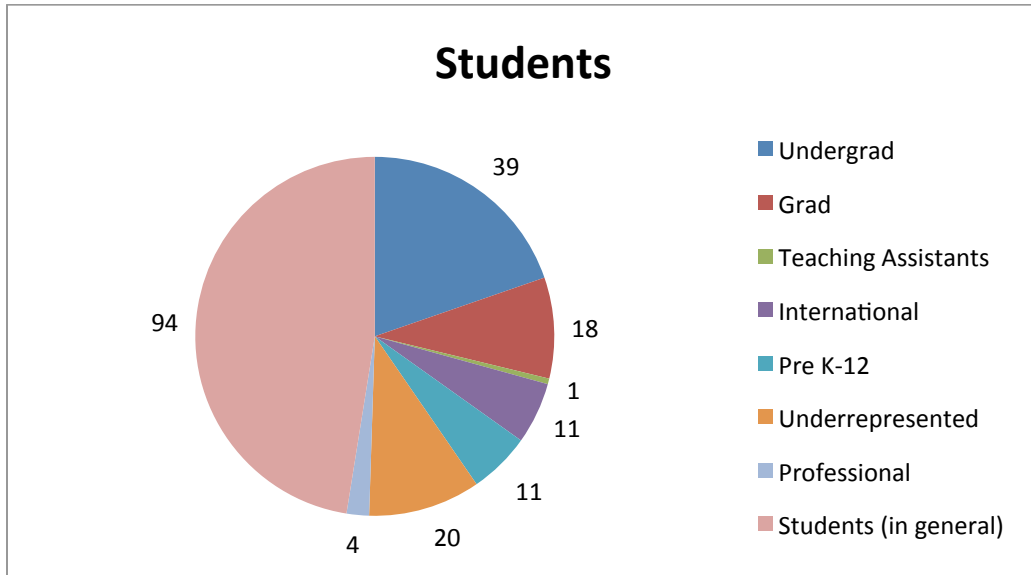
Question #4

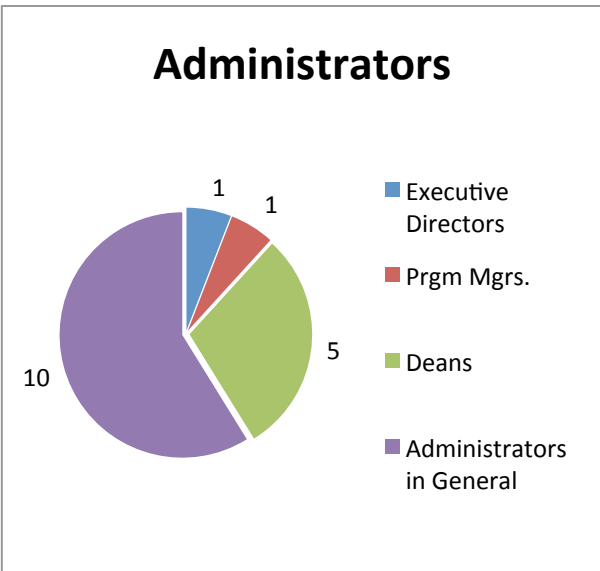
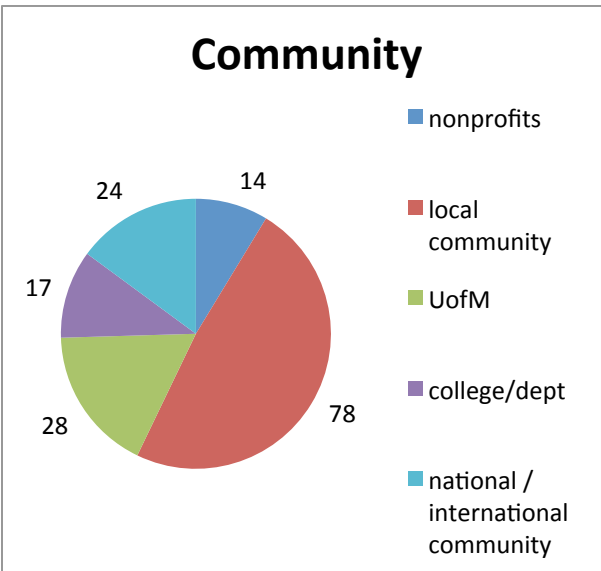
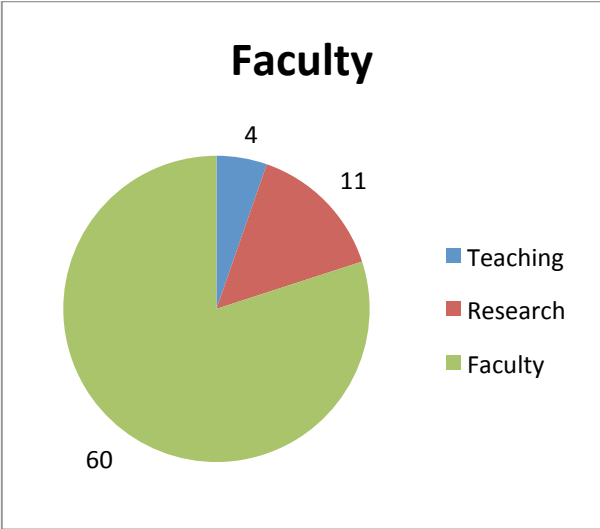
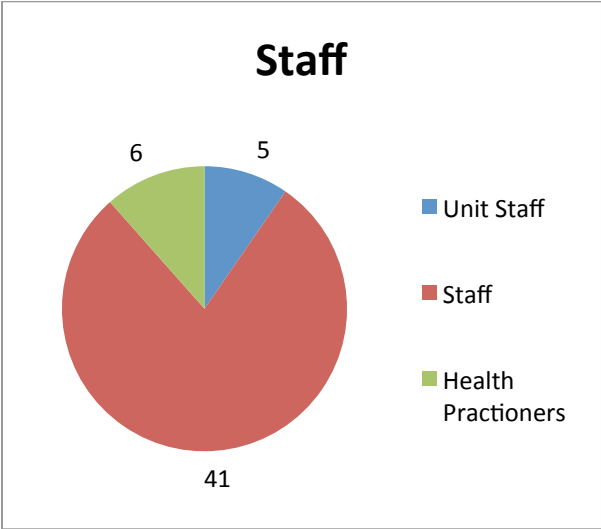
Q4. What is the primary goal/purpose of the work you do for the University as it relates to diversity/equity, international and global perspectives and/or public/community engagement?				
TYPE				
A) Increase Globalization (Encourage international enrollment and internatlizing the campus	B) Education	C) Raise awareness to issues of diversity and community (Eliminate barriers and build more inclusive campus)	D) Build a culture of Active Citizenship (Develop future Leaders)	E) Being a connector, bridging the gap.
23	18	26	7	25



Question #5

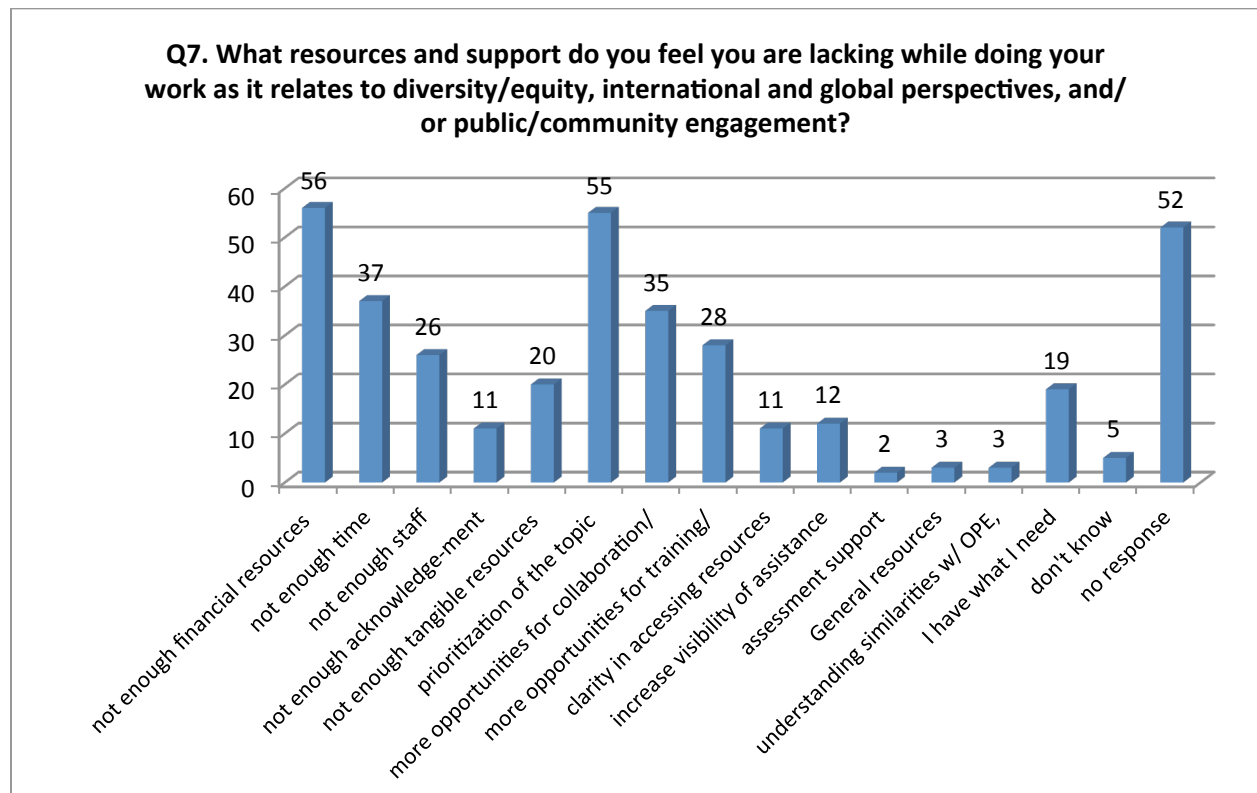
Q5. Whom do you primarily serve?									
Total Number of Responses - 226									
	Theme	Students (1)							
Total	SubThemes	Undergrad	Grad	Teaching Assistants	International	Pre K-12	Underrepresented	Professional	Students (in general)
198	Sub Totals	39	18	1	11	11	20	4	94
	Theme	Staff (2)							
Total	SubThemes	Unit Staff	Staff	Health Practitioners					
52	Sub Totals	5	41	6					
	Theme	Faculty (3)							
Total	SubThemes	Teaching	Research	Faculty					
75	Sub Totals	4	11	60					
	Theme	Community (4)							
Total	SubThemes	nonprofits	local community	UofM	college/dept	national / international community			
161	Sub Totals	14	78	28	17	24			
	Theme	Administrators (5)							
Total	SubThemes	Executive Directors	Prgm Mgrs.	Deans	Administrators in General				
17	Sub Totals	1	1	5	10				





Question #7

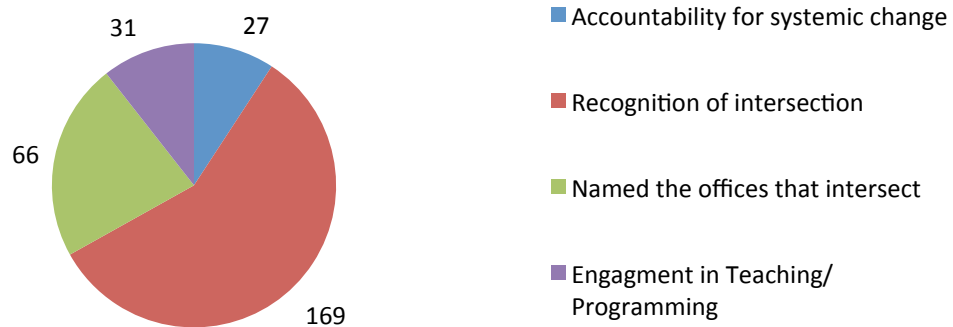
Q7. What resources and support do you feel you are lacking while doing your work as it relates to diversity/equity, international and global perspectives, and/or public/community engagement?								
TYPES								
CODING ID	1	2	3	4	5	6	7	8
	not enough financial resources	not enough time	not enough staff	not enough acknowledgment	not enough tangible resources (transportation, tracking of students, printed information)	prioritization of the topic (institutional change, recruiting support, support for underrep'd groups)	need more opportunities for collaboration/networking	need more opportunities for training/workshops
# of answers	56	37	26	11	20	55	35	28
CODING ID	9	10	11	12	13	14	15	
	clarity in accessing resources	need to increase visibility of assistance available to departments	assessment support	General resources	understanding similarities between OPE, GPS, OED	I have what I need	no response	
# of answers	11	12	2	3	3	19	52	
INTERESTING IDEAS (list here)								
Inquiry teams								
central administration resource pool (ability to apply for funds)								
databank for information on local communities or contacts								
searchable database on faculty expertise								
giving communities access to U of M listservs								
mentor program for current and new students with similar disabilities								
require all instructors to have course content available to multiple audiences (ADA)								
trainers who assess the department and custom design training where department needs to improve								

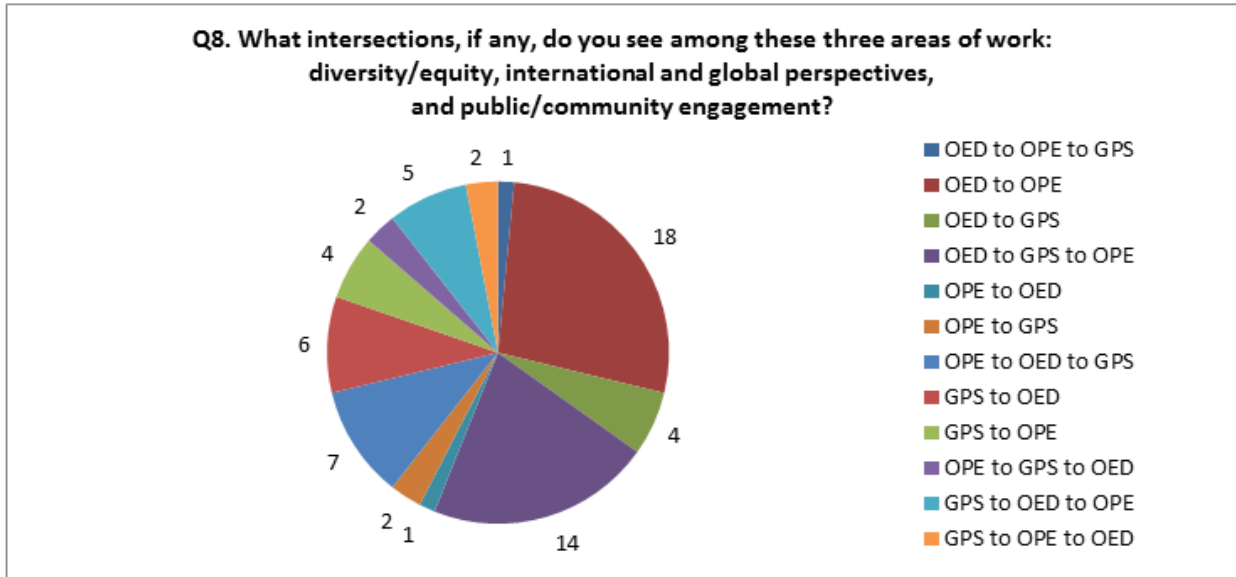


Question #8

Q8. What intersections, if any, do you see among these three areas of work: Diversity/equity, international and global perspectives, and public/community engagement?					
			Total Questions Answered - 194		
TABLE 1					
Themes	1	2	3	4	
	Accountability for systemic change	Recognition of intersection	Named the offices that intersect	Engagement in Teaching/ Programming	
Totals	27	169	66	31	
Theme # 2 Breakdown					
Recognition of intersection					
	Strong (A)	Moderate (B)	Weak C	None At All (D)	
Totals	85	49	34	5	
TABLE 2					
Identification of Intersections between departments					
A	B	C	D	E	F
OED to OPE to GPS	OED to OPE	OED to GPS	OED to GPS to OPE	OPE to OED	OPE to GPS
1	18	4	14	1	2
G	H	I	J	K	L
OPE to OED to GPS	GPS to OED	GPS to OPE	OPE to GPS to OED	GPS to OED to OPE	GPS to OPE to OED
7	6	4	2	5	2

Q8. What intersections, if any, do you see among these three areas of work: diversity/equity, international and global perspectives, and public/community engagement?





Observations from Open-Ended Questions

The results from the open-ended questions illuminate what intersections the respondents see between the three core units, what those intersections look like, the resources they would like to have access to in order to perform their work better, whom they primarily serve, and how they define their current work. Below are some highlights.

Q2. How do you describe the work that you do as it relates to the three core units?

When coded, the greatest number of responses (82 of the 265 respondents, or 31%) fell into the “research, learning, and teaching about diversity and engaging the community” theme for how they described their work.

Q4. What is the primary goal/purpose of the work you do for the University as it relates to the three core units?

This question had a more mixed response - with an "increase in globalization," "raising awareness to issues of diversity and community," and "being a connector/bridging gaps" each accounting for about 25% of the total responses. The other 25% of responses were split between "education" and "building a culture of active citizenship" at a ratio of 2:1.

Q5. Whom do you primarily serve?

The five main groups represented were students, staff, faculty, community, and administrators. This information will be crucial for determining to whom information should be directed or tailored in the future.

Q6. What resources and support do you use to do your work as it relates to the three units?

Respondents indicated numerous resources and forms of support they use, which is why the total number of responses grouped was at 522. 111 of the 522 responses indicated that respondents used U of MN Offices to do their work (21%), while 83 people cited Community Partners (16%), and 69 respondents identified the U of MN Community (students, staff, and faculty) (13%). These three areas made up 50% of all responses and should be weighted heavily when formulating the best allocation of resources going forward.

Q7. What resources and support do you feel you are lacking while doing your work as it relates to the three units?

In contrast to Question #6, this question explored what is missing when respondents considered the work they are doing. Respondents were allowed to cite more than one type of resource or support they were missing in this open-ended question, and the responses totaled 357. The theme of financial resources was the most prevalent resource theme identified with 56 responses (15.7%). A close second with 55 responses (15.4%) was the theme of prioritization of the topic (institutional change, recruiting support, and support for underrepresented populations). These two themes totaled more than 30% of the total and indicate a strong position towards lack of financial resources and the need for institutional prioritization of the issues. Question #7 was the only open-ended question that could be accurately correlated with the closed-ended questions. This will be further explained below.

Q8. What intersections, if any, do you see among these three areas of work?

This question generated interesting results because the respondents recognized a relationship between the three units and the work they are doing and distinguished an order to those relationships. 169 of the 293 respondents (58%) identified a relationship between the work that each of the three units does. Of the 66 people who identified a specific relationship between the units, 18 said that there was a direct relationship between OED and OPE (27%). 14 of the 66 (21%) also identified a relationship between OED to GPS to OPE. Considering the prevalence of these perceived relationships, the offices should work together to further develop and leverage them.

Correlations between Open- and Closed-Ended Questions

Through our data analysis it was determined that there was one key relationship between the answers harvested from the open- and closed-ended questions: between Questions #2 and #7. As previously discussed, Question #2 dealt with how respondents describe the work that they do as it relates to the three core units. The primary answer that people gave (31%) was “research, learning, and teaching about diversity and engaging the community.” This answer, when coupled with the analysis done on Question #7, directly relates to the lack of resources that are available to the respondents while doing their work. The graph below shows the regression analysis that was used when compiling this data:

Association between the work as outlined in Question #2 and lack of financial resources as outlined in Question #7

	1	NOT	Total
A	34 (40%) 24.17	51 (60%) 60.83	85 (100.00%)
NOT	26 (20.63%) 35.83	100 (79.37%) 90.17	126 (100.00%)
Total	60 (28.44%)	151 (71.56%)	211 (100.00%)

The graph shows the relationship between Question #2’s overarching answer of “research, learning, and teaching about diversity and engaging the community” and the lack of resources outlined in Question #7. 40% of people who cited that their primary purpose of their work was with research, learning, and teaching about diversity and engaging the community also indicated that a lack of financial resources available was a problem that they faced in doing their job. This was the highest regression analysis point between any of the questions and the responses.

What the Data Does Not Tell Us and Recommendations for Future Work

What the data outlined in the open- and closed-ended questions was unable to do is give us a definitive answer as to the correlation of all of the answers and fool-proof guidance as to how to proceed. The questions can be looked at individually and the information can be discussed among relevant parties to decide the next course of action. Using the key points outlined from the top answers to the open-ended questions is the best starting point to understand what the larger themes are, but future surveys and focus groups based upon the answers and data already received would be the best way to facilitate a better working definition of intercultural capacity and competency for the University as a whole.

For a pictorial process overview and an advanced analysis and in-depth graphing of the closed-ended questions, please see Appendix A.

INSTITUTIONAL BENCHMARKING REVIEW PROCESS

INTRODUCTION

In order to assess what the University is doing well with regard to intercultural competence development and to identify areas for improvement, we examined the websites for each University of Minnesota (U of M) campus. Additionally, the same information was researched on the websites for 45 institutions that compare to the U of M (see Table 1) to discover best practices and effective strategies for advancing intercultural competence development.

Table 1
University of Minnesota Comparison Institutions Benchmarked

University of Minnesota Campus	Comparison Institution
U of M - Crookston	Bemidji State University Dakota State University (SD) Delaware Valley College (PA) Northern State University (SD) University of Maine at Farmington University of Minnesota Morris University of Pittsburgh - Johnstown University of Wisconsin River Falls University of Wisconsin Stout
U of M - Duluth	Bemidji State University College of St. Scholastica Minnesota State University Mankato Minnesota State University Moorhead North Dakota State University St. Cloud State University University of Minnesota Twin Cities University of North Dakota University of St. Thomas University of Wisconsin Eau Claire University of Wisconsin La Crosse University of Wisconsin Madison University of Wisconsin River Falls University of Wisconsin Stout Winona State University

University of Minnesota Campus Comparison Institution

U of M - Morris

Carleton College
College of St. Benedict
Concordia College (Moorhead)
Evergreen State College
Gustavus Adolphus College
Hamline University
Macalester College
Ramapo College of New Jersey
St. John's University
St. Mary's College of Maryland
St. Olaf College
University of Maine at Farmington
University of Mary Washington
University of North Carolina at Asheville

U of M - Rochester

Augsburg College
Gustavus Adolphus College
Luther College
University of Minnesota Crookston
University of Minnesota Duluth
University of Minnesota Morris
University of Minnesota Twin Cities
University of St. Thomas
University of Wisconsin La Crosse

U of M - Twin Cities

Indiana University
Michigan State University
Northwestern University
The Ohio State University
Pennsylvania State University
Purdue University
University of Illinois at Urbana-Champaign
University of Iowa
University of Michigan
University of Nebraska Lincoln
University of Wisconsin Madison

Notes: Individuals working on each of the campuses identified comparison schools.

At the suggestion of the Intercultural Competence Work Group (ICWG), Randolph College in Lynchburg, Virginia was also reviewed.

METHODS

Each school's website was reviewed for the same criteria using a template form (Appendix B). In the cases where a University of Minnesota campus was reviewed, care was taken to view the sites and offerings with the same critical eye we use with the other institutions. Observations were recorded on the following criteria:

- Home page: analysis of visual elements and content
- Diversity, International, and Public Outreach pages:
 - Name of the office
 - Mission statement
 - Events calendar specific to that office
 - Any classes, trainings, or workshops offered
- Keyword search of the entire site (e.g., intercultural, international, gender, religion, sexual orientation, disability, politics)

It should be noted that an analysis of academic coursework (i.e., majors and specific courses) was not included in the scope of this review. We did note, however, if a particular institution offered support to faculty to redesign courses to include diversity or globalization, for example. We observed that some institutions such as Concordia College (Moorhead) and University of Pittsburgh at Johnstown offer academic programs in global leadership and international studies. Both schools indicate that students can add these programs to their major courses without requiring more than four years to complete the baccalaureate degree.

BEST PRACTICES

General Best Practices for Websites

An institution's website is the resource most commonly used by prospective students and their families, current students, staff, faculty, administrators, and members of the general public to find information about resources, services and opportunities. The design and structure of a website conveys a great deal about the institution's priorities and how well they put those priorities into practice.

Many of the benchmarking criteria reviewed were identified because they seemed to be obvious practices for any institution interested in promoting equity, diversity, inclusion, international and global perspectives, and public engagement. It was surprising to find, however, that many of the institutions reviewed overlooked some of these best practices, so they are worth outlining here.

Visual Elements:

- A diversity of individuals should be represented in photos and videos, particularly on the home page and any pages where one would certainly expect to see this (e.g., diversity office, disability services). Diversity doesn't always have to mean people of color. While it may be challenging to show some populations without

giving into stereotypes, events such as Pride, religious services, meditation sessions, etc., should be employed. Even if the campus isn't very diverse, images of students studying abroad should be used to demonstrate opportunities exist to explore populations outside one's own.

- Alt tags (code that provides text that describes an image in case the image cannot be displayed) should be used in accordance with the Americans with Disabilities Act. Tags should describe the image, for example "U of M students in Cairo" rather than give general instruction such as "click here."

Visibility Elements:

- At a minimum, key terms (e.g., diversity, global, outreach; see template in Appendix B for a more extensive list) should appear on the institution's home page, either in major headings or in drop-down menus.
- Office names should be consistent across the institution's website. Other key terms related to the office names should be coded into the meta-tags in the office's website so that search engines will return the site in results for anyone searching for the office using any of these key terms.
- The various services offered in a particular office should be clearly outlined and easily navigable. An office's website should have persistent navigation tools (usually accomplished by using a template for page design) that make it easy to jump to different services without having to return to the office's home page. A directory of contacts in each office should direct people to staff with specific specialties.

Event Information:

- Events and training opportunities should be diverse and easy to find. Calendars should be kept up-to-date and have tools that allow one to filter by multiple criteria (e.g., type of event, date).
- Events should have a clear description with context or explanation of the event. For example, context should be given for the Matthew Shepard Forum so that people who may not remember Matthew Shepard will know this is an event related to GLBT issues.
- Registration or contact information for each event or opportunity should be provided for each event. To potentially increase the likelihood of participation, an online form where people can sign up immediately could be used.

Elements that Promote Transparency of the Mission and Values:

- An EEO statement should be included on the home page at a minimum. Better practice is to have it on all web pages across the institution.
- Policies should be easy to find, and should include discrimination and harassment policies.
- Reports and statistics should be easy to find. Interested parties should have access to student/faculty ratios as well as statistics on male/female, domestic/international and domestic diversity breakdowns.

General Best Practices for Operations

There are best practices for institutions to demonstrate priorities, values and missions. The following attributes are representative of institutions committed to increasing intercultural competence.

Institutional Priority:

- Equity and diversity, international and global perspectives, and public and community outreach are clear, valued priorities expressed from the highest offices of the institution. This priority is expressed through presence on the institution's home page and in its mission and values statements, and through formal strategic planning processes. In some cases, a separate "entity" on campus (e.g., UW–Madison's Wisconsin Worldview, University of Michigan's Global Michigan) was created, demonstrating an institution-wide, unified feel.
- Process for recruitment of students, staff, and faculty includes specific focus on increasing the diversity. Some institutions (e.g., The Evergreen State College) require faculty candidates to submit a one to two page description of their multicultural experience and how it relates to their teaching.

Mission Statement:

- Each office should have a mission statement or statement of purpose that is succinct, positive, and inclusive.
- The mission statement should avoid flowery proclamations and instead use language that is accessible and demonstrable. For example, one institution's mission statement included the phrase: "...to enrich the living-learning environment, adding luster to institutional distinctiveness and taking us closer to fulfilling America's promise." Not only might someone whose native language is not English struggle with the meaning of this phrase, it might also be difficult for the institution to quantify how it is fulfilling this mission.

Deeper Best Practices

The practices previously discussed focus on the more obvious characteristics of institutions whose goals include the enhancement of global perspectives, public engagement, and equity and diversity. The benchmarking review also investigated practices that go beyond better self-understanding to programs that offer opportunities to focus outward, to connect and better understand others. We believe these practices and policies have great potential to further intercultural competence.

Self-Paced Learning Resources:

Several schools offered information sheets, glossaries, and reading lists for those interested. For example, Dakota State University has a sheet of definitions called Terminology of Sexual Orientation that also includes explanations of words and phrases that are hurtful and why they are considered to be. Resources like this could provide valuable information to individuals who need and want the information but for various reasons (curiosity about a particular topic goes against family values, peer pressure, etc.) is not willing or able to seek information from a particular office in person.

Links to resources from other institutions might also be helpful in self-education. The Evergreen State College has a link to Harvard University's Project Implicit (<https://implicit.harvard.edu>), an online tool that allows visitors to explore the effects of stereotypic and prejudicial associations acquired from their socio-cultural environment.

Opportunities for Specific Constituencies:

- Students:
 - Graduation requirements: One of the most common practices found in the review is a well-defined requirement that undergraduate students must complete as part of their degree. St. Mary's University's psychology students must take an approved course, attend four Diversity Speaker presentations, and complete a paper or self-initiated diversity experience. Northern State University requires their student teachers to attend a diversity seminar. UW–Eau Claire has a 30-hour service learning requirement for graduation, and offers a domestic intercultural immersion experience, an excellent way for students to gain experience without the expense of a semester abroad. UW–River Fall's requirement focuses on one course in American cultural diversity and one in global perspectives. Note that a graduation requirement could hamper the development of life-long service advocates. If so, other opportunities and credits should be explored to engage students.
 - Residence hall programs: It is important to reach students where they learn and work, but there is also a rich opportunity to reach them where they live. Many schools leverage programs in the residence halls and in the student union to provide opportunities for students to connect with others. UW–Madison runs an International Learning Community in the residence halls and the University of Michigan's Residence Life has diversity programs such as diversity peer education and multicultural and minority-cultural lounges.
- Staff:
 - Resources: UW–La Crosse offers staff an excellent website with training opportunities that include Inclusive Fridays, a brown bag lunch where topics that affect work environment are discussed. This rich website was in response to a staff survey, and the results of that survey are also available on the website.
 - Discussion opportunities and incentives: Hamline University implemented a staff diversity initiative in which staff attended events and received points over the course of a year. More than 1/6 of the staff population participated.
- Faculty:
 - Funding: Many schools offer their faculty development grants for research on race and diversity, intercultural competency, etc.
 - Course development: University of Pittsburgh at Johnstown has a Provost's Faculty Diversity Seminar, which offers ten faculty members per

year a fellowship to redesign their courses to be more inclusive in terms of race and gender. This could be particularly valuable for courses not traditionally focused on these areas.

- Administrators:
 - Development: Northwestern University was one of the only schools to offer a program that includes training in multicultural/intercultural competence for administrators. The Association for Higher Education Administrators' Development (AHEAD) is available to all staff members seeking development opportunities.

Institutional Assessment:

- Strategic planning: The use of a formal strategic plan is one of the ways an institution can set goals and determine how to assess meeting those goals. Penn State, for example, implemented the Framework to Foster Diversity in 1998, and now has a concrete plan in place for 2010-2015. The Framework identifies seven challenges that must be addressed in the areas of campus climate, access and success, education and scholarship, and institutional viability and vitality. This initiative sits with the Office of the Vice Provost for Educational Equity, and it appears that each unit in the institution must submit midpoint and final updates on how they are addressing these challenges.
- Scheduled follow-up: Ramapo College collects data every five years in order to assess which efforts to support diversity have succeeded and to assess aspects of campus life that need to be improved.

Implementation of these deeper practices could make a significant impact on the visibility of intercultural competence development opportunities at the University of Minnesota.

Readers are invited to review the benchmarking forms for individual institutions, many of which include excellent ideas for specific events that comparison schools have established (Appendix C). Note that web sites may have changed since they were reviewed.

UNIVERSITY OF MINNESOTA REPORT CARD

Part of the goal of our review of institution websites was to discover what the University of Minnesota campuses are doing well and where further development is needed. Since each campus has its own demographics, resources, and focus, it is not surprising that each campus would have its own strengths and weaknesses. Below are summary evaluations of each campus. Readers are encouraged to review the institutional benchmarking forms for each campus (Appendix C) for a more detailed review.

Crookston

The Crookston campus webpage does well expressing diversity in its photos, though more images of international locations could be included on the home page. The school offers rich programming in the areas of diversity and international programs. It appears that there isn't an office that specifically handles public engagement. Of the three areas of interest (equity/diversity, global programs, public engagement), diversity has the strongest presence of priority on the Crookston campus; however, this priority is not adequately reflected on the school's home page.

Duluth

Duluth's major strength is its recent Campus Climate survey and subsequent strategic plan, both supported by the Chancellor's office and linked to from the school's home page. The Model for Change outlined within the Campus Climate site follows the same model as that of Penn State. Duluth offers services to international students and domestic students wishing to study abroad, though there appears to be no mission statement for the offices providing this support. Based on lack of resources found, it seems development of global perspectives does not appear to be a particular priority for UMD, even though a page in the Financial Aid Office website identifies "competency 8" as global perspectives. No further information on what the rest of the competencies are was found. The Office of Civic Engagement offers assistance to UMD faculty to create service-learning courses or to rework their existing coursework to incorporate community-based learning.

Morris

Morris's Office of Equity, Diversity, and Intercultural Programs has implemented some strong programs to foster inclusive diversity and promote intercultural competence. Since the campus's focus is more on sustainability, however, the home page of the school does not make it obvious that this is a priority. Public outreach, on the other hand, is clearly valued. A major header on the home page, the link leads to a page that reiterates outreach as part of the mission. Well-organized links to various centers including the Office of Community Engagement make it easy for people to become involved.

Rochester

Rochester's strongest suit is their involvement with Engage! volunteer opportunities and the Students in Service program that offers students an education reward for 300 hours of service. The campus does not have its own equity and diversity office, but references

the office on the Twin Cities campus. International students can only be admitted to two of the degree programs offered, and there does not appear to be much support for them once they arrive. There are good resources for students who want to study away from Rochester, including links to the Learning Abroad Center on the Twin Cities campus. The Student Learning Outcomes for the campus indicate that students should be able to demonstrate an understanding of diversity, but does not make it clear what opportunities are available for students to meet that goal.

Twin Cities

The Twin Cities campus has a plethora of opportunities for students to increase their intercultural competence. The school mostly adheres to the best practices for websites, and mission statements for each of the three offices were accessible and clear. With such well-developed resources, a step forward would be greater visibility on the school's home page, which would demonstrate the institution's commitment to making intercultural competence development a higher priority. There may also be some benefit to developing more self-paced learning tools such as glossaries, tip sheets, etc., to reach those who are not ready or able to request information about certain topics. Overall, the Twin Cities campus was among the leaders for depth programming and visibility of offerings for intercultural competence development.

IDEAL COMPARISON SCHOOLS

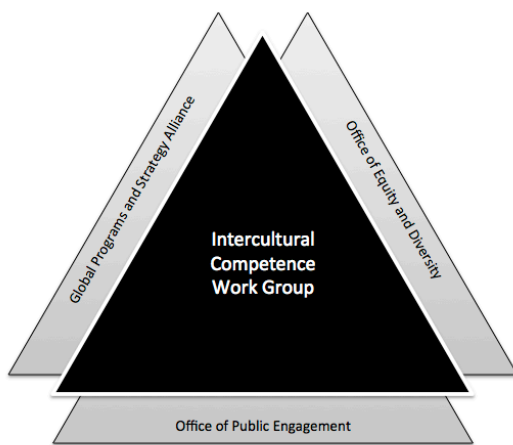
Some schools we reviewed were particularly useful as comparisons for the University of Minnesota system. Penn State has instituted the Framework to Foster Diversity, a model that many schools have begun to use. Penn State also has multiple campuses; it would be useful to examine how they implement Global Penn State across all of their campuses in a unified manner. UW–Madison's Wisconsin Worldview could be a great model for a hub for intercultural competence development. Their programming is very broad and inclusive, and their efforts in all three areas of interest are visible on the home page of the institution. University of Michigan has implemented Diversity Matters (discussed below) and Global Michigan, two efforts that offer ways to get involved, gain skills, and make a difference. They highlight and support faculty research and offer support for students to study and research in international settings. A review of the offerings of these institutions in particular could yield interesting ideas about how to offer programming for intercultural competence development at the University of Minnesota.

CUTTING EDGE POTENTIAL

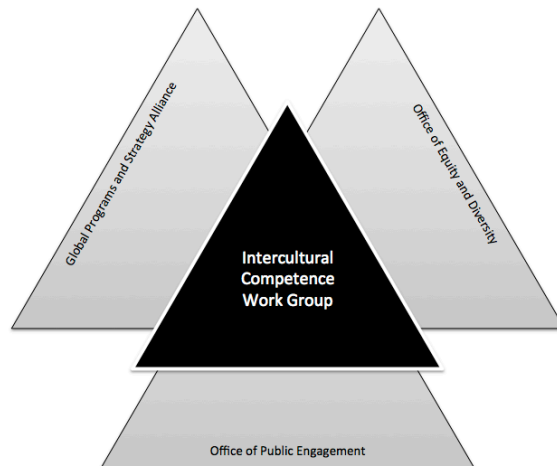
One of the most striking observations from the review of these 50 colleges and universities is that while many focus on equity and diversity, globalization, and public outreach as individual missions, very few have joined the forces of all three offices into one unified effort. University of Michigan is doing some of this under the umbrella of

diversity. Their “Diversity Matters” page (<http://www.diversity.umich.edu/>) lists opportunities and resources that encompass global initiatives and public outreach. This was one of the only schools reviewed that makes a deliberate effort to bring all three missions together. Some schools, such as Randolph College and St. Olaf College, approached the combination of the three missions differently. Rather than having a separate office in each area, there are no specific offices that cover these areas (St. Olaf has an Office of Community Life and Diversity but no global programs or outreach office). Instead, these schools consider these missions to be woven into the fabric of the school’s culture. It is debatable as to whether this sort of approach is ideal or whether it makes resources difficult to find.

On the University of Minnesota’s Twin Cities campus, the ICWG seems to be on the cutting edge of bringing together the three important missions of public engagement, global programs, and equity and diversity together for the purpose of developing constituents’ intercultural competence. No other institution reviewed appears to be working on this kind of initiative. The challenge lies in finding the common ground among the three offices. Moving forward the ICWG will need to explore the goals on which the three offices should combine forces, look at specific areas of intercultural competence development that would be best served by joining resources, and determine how closely the three offices should work together.



Close collaboration with large overlap in ICWG



Less collaboration with more targeted overlap in ICWG

Closely examining the goals and missions of each office will help the ICWG determine what its own role is as well as how to design programs and resources to fit this role. One of the key elements in this innovation will be the implementation of ICWG programming across all five campuses at the University of Minnesota. A unified, administration-supported effort could be the critical element in expanding quality programming for the development of intercultural competence.

PEL PROJECT TEAM'S RECOMMENDATIONS

Our recommendations take into account that the ICWG is a newly-formed group charged with determining if and how three unique departments can work together to offer the University community, including coordinate campuses, solid programming and resources related to “the work” of diversity, equity/inclusion, international perspectives, and public/community engagement including common language for the purpose of finding common frames to do the work.

Based on benchmarking data, results from the stakeholder survey, and the Project Proposal provided by Andrew Furco, Associate Vice President for Public Engagement and Kristin Lockhart, Associate Vice President for Equity and Diversity, and through observations related to our participation at the 2012 ICWG meetings, we have identified two sets of recommendations. The first set of recommendations is immediate next-steps that should be implemented to establish a clear sense of purpose to the ICWG and the goals of the group. The second set of recommendations includes those that should be considered in the longer time frame as the work of the ICWG continues.

NEXT STEP RECOMMENDATIONS

Language and Definition

- Consensus must be reached on the language and definitions of those terms in order to move forward in a unified way.
- Consider using the word “capacity” in place of the word “competency” as a compromise. People at the poster session seemed to relate to the word “capacity.” If you do use the word “competency” then as a group, you must define how you are defining it/using it.
- The Units’ combined efforts should be displayed through agreed upon mission and/or vision and the values should be clearly understood and then promoted and stated through a variety of communication channels.
- Based on the results from Question #3 of our survey, we recommend including more than one of the key terms from this question to create a synthesized and cohesive definition.

Project Management

- Prioritize the strategic questions from the Project Proposal for the ICWG.
- Following the strategic question prioritization, create a constructive timeline that will allow information gathering, processing and implementation in a timely way in order to use the information or implement the programs before the research becomes out of date. Because language and attitudes can be manipulated by multiple sources, including media, public opinion and the global job market it will be important for the University to act in a very timely way, so as not to be behind the curve on intercultural infusion across and into the University community.

- To help each unit maintain individual identity while working in conjunction with two other units, the ICWG should have a meeting to discuss the three units' missions and visions and talk about the frames that each uses in relation to the work.
- Put the day-to-day activities of the ICWG into the hands of people with more time and who have less immediate big-picture responsibilities. A high-level Steering Committee should be created designed to “charge” those with more time with program and policy implementation.
- Include the participation and membership of being on the ICWG as part of the job responsibilities for each member.
- The ICWG should have consistent members from meeting to meeting for continuity of work and for progress to be made in relation to having a work group that can have the intentional commitment for development.

Further Stakeholder Analysis

- Set up focus groups with stakeholders who took the PEL survey to gain more in-depth information about the work currently being done in three units, the relationships between the three units, the language used to describe the work, specifics about the constituent groups, employees' personal goals in conjunction with the work and how the intersections manifest between units.
- Work with UMD to learn more about how they developed their Model for Change. Find and repeat from their Campus Change Team what fits with the new three-unit partnership on the Twin Cities campus.
- Identify existing resources, map them, and make them available in a “living” searchable database. Include employee contacts that would be willing to answer questions or guide colleagues and students in the right direction when they have questions or need help. Also identify campus advocates in each unit who are willing to interact with the campus community.
- Respondents indicated students and local community as groups they primarily serve. Therefore, it will be important to include these two groups when conducting focus groups and surveys as well as when creating and implementing University policy and programs.

Organizational Prioritization

- Move the goals forward by encouraging the University's Board of Regents and President Kaler to develop a University-wide policy making diversity/equity part of the University's agenda and mission. If this work is recognized and prioritized by these two groups, this will compel the University community to participate and support the initiatives and programming.
- The work needs to be a clear institutional priority with the offices that do the work displayed prominently on the institution's home page.

LONGER-TERM RECOMMENDATIONS

Assessment

- A climate survey needs to be conducted to assess the current state of the campuses with a special focus on the three units and interculturalism.
- Once the campus climate assessments are complete, the three units and the ICWG can develop and implement system-wide programs and policies.
- Review and evaluate ongoing training efforts as well as intercultural efforts (study abroad, visiting students, etc.) to ensure their implementation more consistently throughout the institution.

Strengthen Existing Relationships/Partnerships and Build New Relationships/ Partnerships

- Ownership, trust in, and commitment to including international perspectives, means spending time thinking about how it can be accomplished as well as getting input from the people doing the work. To be successful this has to be a grassroots-type effort with lots of buy-in from the staffs involved.
- Encourage the University's Board of Regents and President Kaler to make diversity/equity part of regular recognitions, folding it into current awards and recognition given.
- Partner with the Office of Human Resources. They can be used as a neutral department to gather the training material that can speak to the needs of all three units, while not being seen as a threat to any of the units' staff members. They can also identify, categorize, and work to require training sessions for staff and faculty when the time comes.
- Once a programming game plan is in place, partner with the Orientation First Year Programs Office to incorporate intercultural competency into Welcome Week and the first year experience. Additional opportunities for incorporation should come throughout the four-year student experience through internships, community service initiatives, international mentorship experiences, etc.
- Make "developing/graduating global citizens" and public service part of the U of M culture (not a graduation requirement) in order to help make life-long public service advocates. Continue relationships/partnerships with corporate, governmental and non-profit agencies who not only can provide diversity training, but opportunities for students, staff and faculty to immerse in intercultural experiences.
- In order to maximize and expand the existing campus resources for internationalization, greater visibility and accessibility of these resources is necessary.
- University Offices and Community Partners were the top two responses to Question #6 about access to resources. It will be critical for the University to fund university offices that offer education, training and support to internal and external units and community organizations. It will also be critical to continue to sustain the community partners we rely on for support.
- Partner with University Relations to further develop existing website guidelines to be inclusive of the best practices from our Institutional Benchmarking summary. This process could also include a review, assessment and suggested

redesign options based on best practices from our Institutional Benchmarking to be adopted by identified strategic, inroad departments (like University Relations, OPE, OED and GPS, etc.) on campus.

Recognize and Support Existing Unit Intersections

- While this combined alliance to address issues of diversity/equity, interculturalism, and public engagement is a relatively new, there are many identifiable intersections between the three departments.
- There was a great response to the recognition of intersections between the three units. However, the Office of Equity and Diversity are driving the two largest majorities of intersections. For the three units to share in responsibility for the shared mission or vision of working together, the other two units will have to do more to initiate interaction and programming.

Accountability & Recognition

- Once a policy concerning intercultural competency is developed, accountability will be crucial, so an important part of the policy development should focus on assessment and administration.
- 82% of respondents indicated their work relates to research, learning and teaching about diversity and engaging the community. Therefore, it would make sense to identify these programs and adjust the messaging once the intercultural competency policy has been formulated. It would also make sense to use these programs as a means for President Kaler to highlight international competency and its value to the University community and students' future.

CONCLUSION

The “Maroon 5” President’s Emerging Leaders Project Team of 2011-12 worked on a project proposal that was designed by three departments at the University of Minnesota, who had come together to form a work group under the name Intercultural Competence Work Group, or ICWG, to explore the possibilities of creating a unified vision for strengthening interculturalism at the University of Minnesota.

The project proposal had a sizable list of strategic questions, which the project team narrowed to three questions that we could work on over the course of a year:

- “What is the current state of intercultural competence development at the University of Minnesota?”
- “What is the appetite and readiness among University members to address intercultural development?” and
- “What are the prevailing definitions and conceptualizations of intercultural competence across constituency groups?”

We decided to conduct a very narrowly focused survey to assess the work done by people interested in diversity, equity/inclusion, international perspectives, and public/community engagement on all five University of Minnesota campuses and conduct a benchmarking study of forty-five comparison campuses. This allowed us to identify some best online practices, provide trend data, identify current diversity awareness needs, provide system-wide frames, make recommendations for next steps, and provide a basic foundation for the work of the ICWG.

The survey results laid out in our report provide a starting point to begin to see the larger themes of cross-over relationships among the three departments, the resource needs in each area, and potential for future partnering related to the areas of diversity, equity/inclusion, international perspectives, and public/community engagement. Based on the answers and data reported on here, additional surveys and, especially, focus groups would be the best way to frame our understanding of interculturalism, not only to get a better working definition of intercultural capacity and competency for the University, but also to find the key insights related to diversity, equity/inclusion, international perspectives, and public/community engagement that will assure success in future attempts to share resources and partner on programming.

The project team provided two sets of recommendations for the ICWG as they continue their work - one set for immediate next steps and the second for the longer term. The ICWG will need to explore the goals on which the three offices should combine forces, look at specific areas of intercultural competency development that would be best served by joining resources, and determine how closely the three offices should work together. By closely examining the goals and mission of each office, the ICWG can determine the core values of diversity, equity/inclusion, international perspectives, and public/community engagement at the University of Minnesota and how to frame its own mission and role in designing programs or extending resources to key constituent groups as it explores this new frontier.

How do you frame interculturalism?

APPENDIX A

DATA ANALYSIS PRESENTATIONS

APPENDIX A-1

PROCESS OVERVIEW AND EXPLORATORY ANALYSIS

Engin A. Sungur

UMM Data Services Center

PROCESS OVERVIEW and EXPLORATORY ANALYSES

The Role of Interculturalism in Stakeholders' Work Survey

Engin A. Sungur



SURVEY DESIGN & IMPLEMENTATION PROCESS

Initial Survey Design

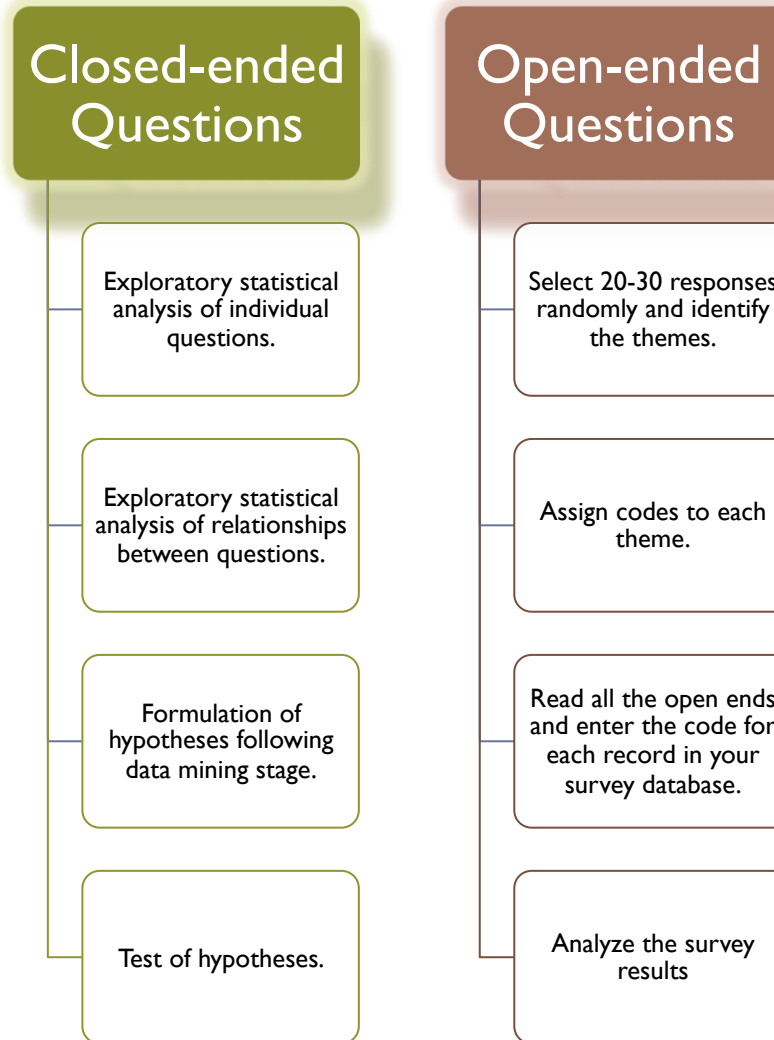
Survey Implementation Tools
Development (UMSurvey)

Pilot Survey

Modification of Survey Design

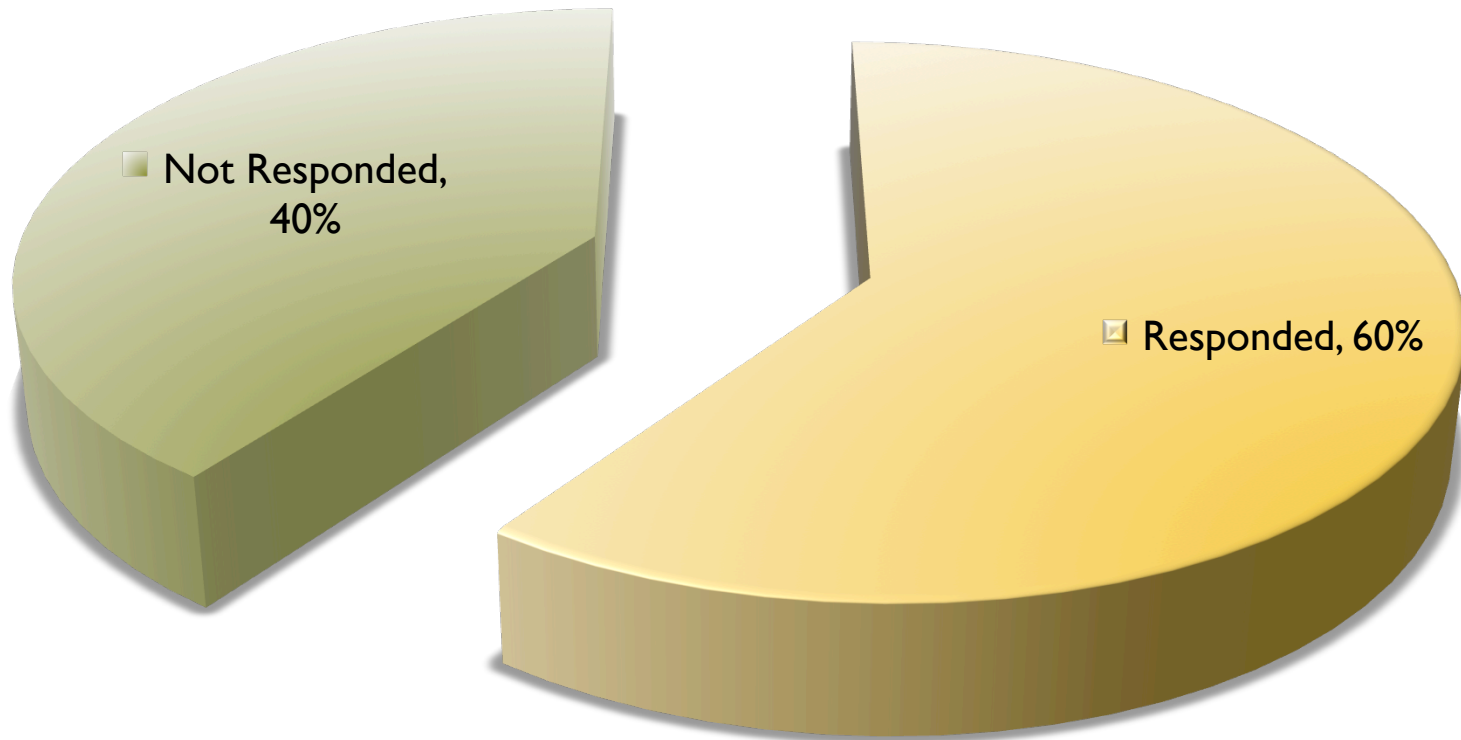
Survey Implementation

SURVEY ANALYSIS PROCESS



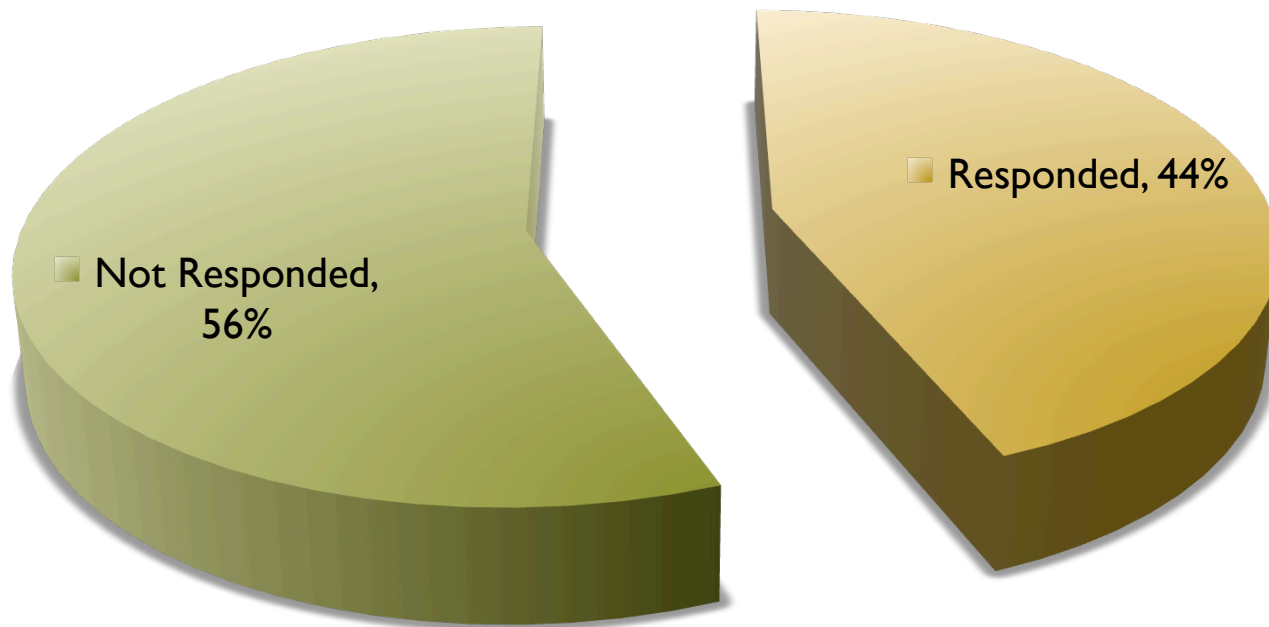
Pilot Survey Responses (9 / 15)

Pilot Survey

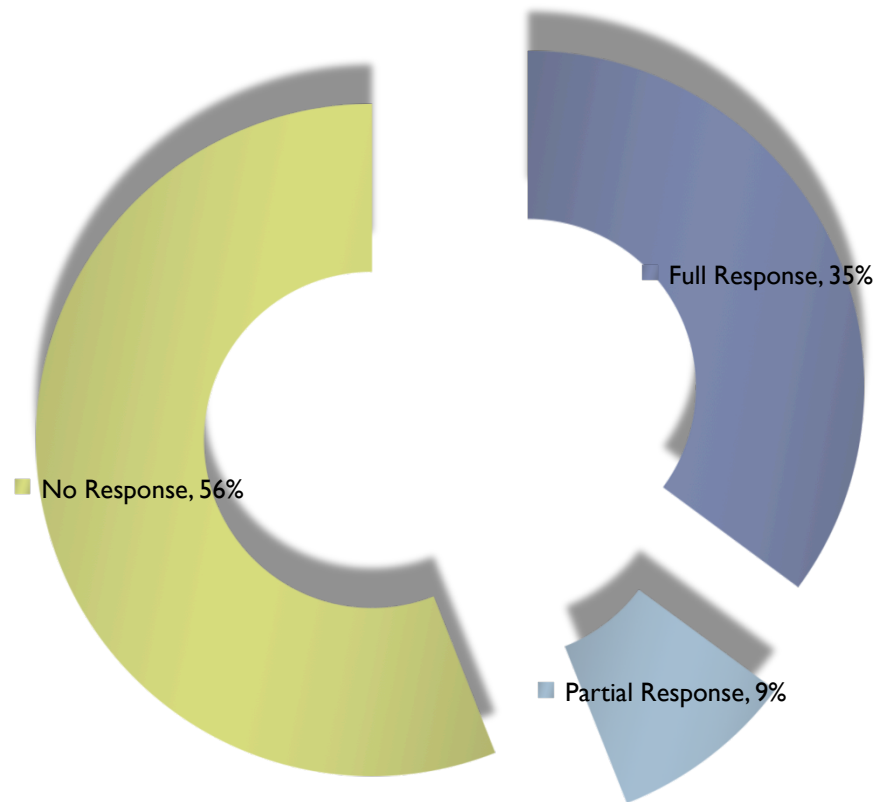


Survey Responses 317/720

Survey

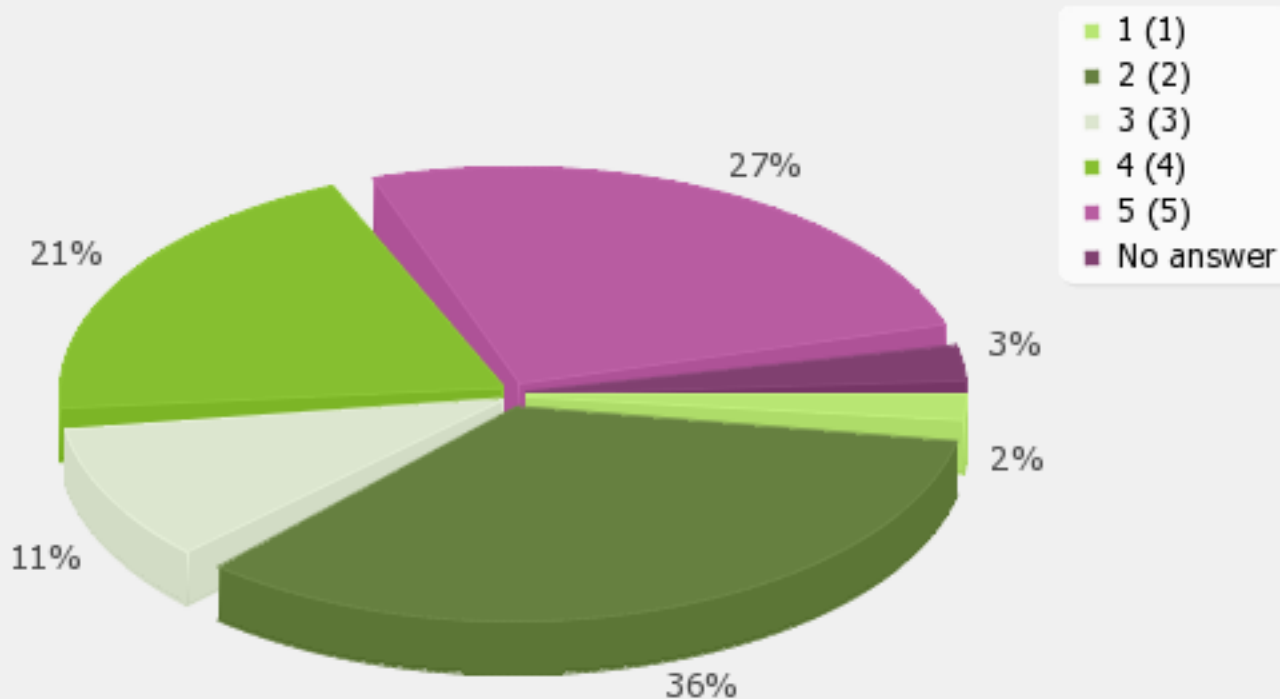


Survey Responses (cont'd.) 253/64/403



Exploratory Analysis of Individual Closed-Ended Questions

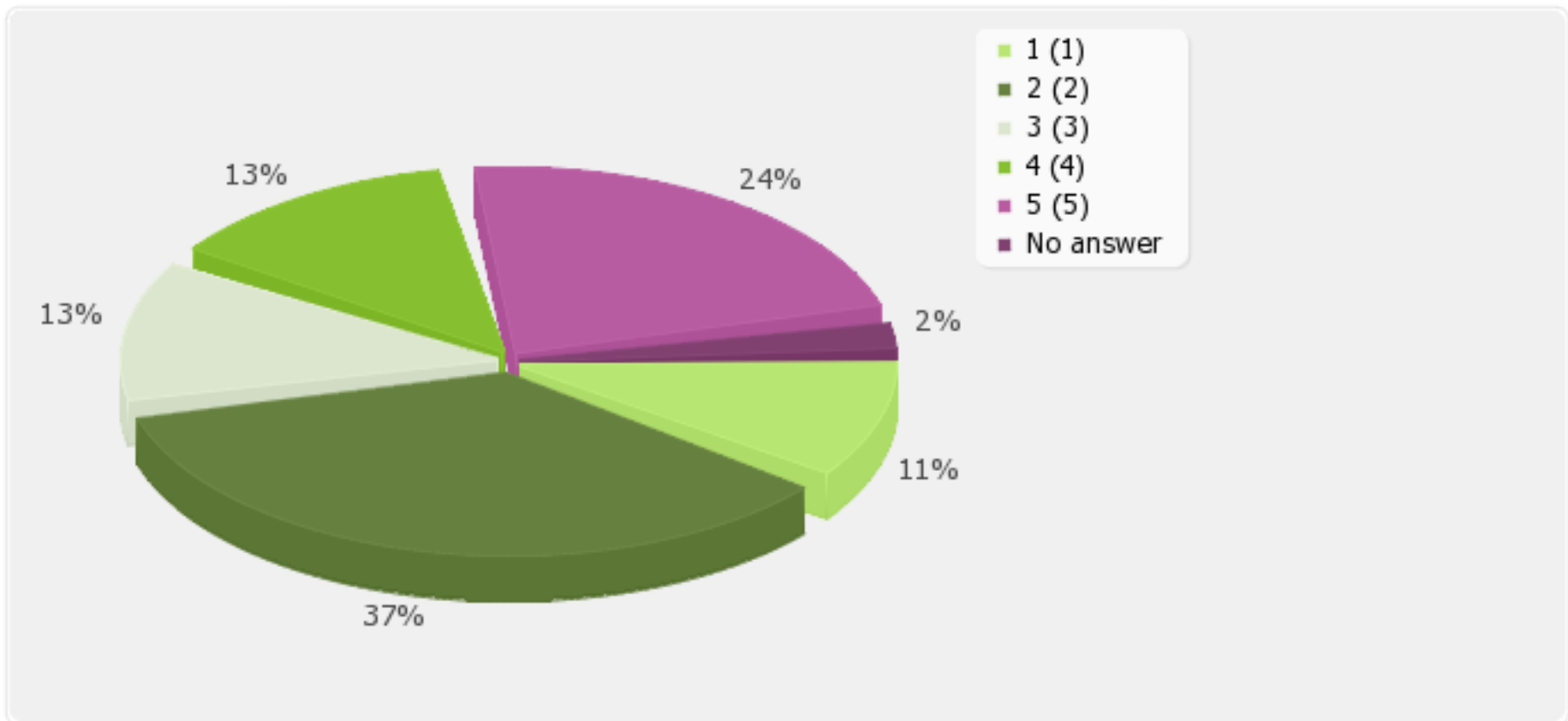
- ▶ **How well do these terms classify your work/contribution to the campus? 1=None of my work, 2=Some of my work, 3=Half of my work, 4=Most of my work, 5=All of my work**
- ▶ **[Diversity and/or equity]**



Exploratory Analysis of Individual Closed-Ended Questions

- ▶ **How well do these terms classify your work/contribution to the campus? 1=None of my work, 2=Some of my work, 3=Half of my work, 4=Most of my work, 5=All of my work**

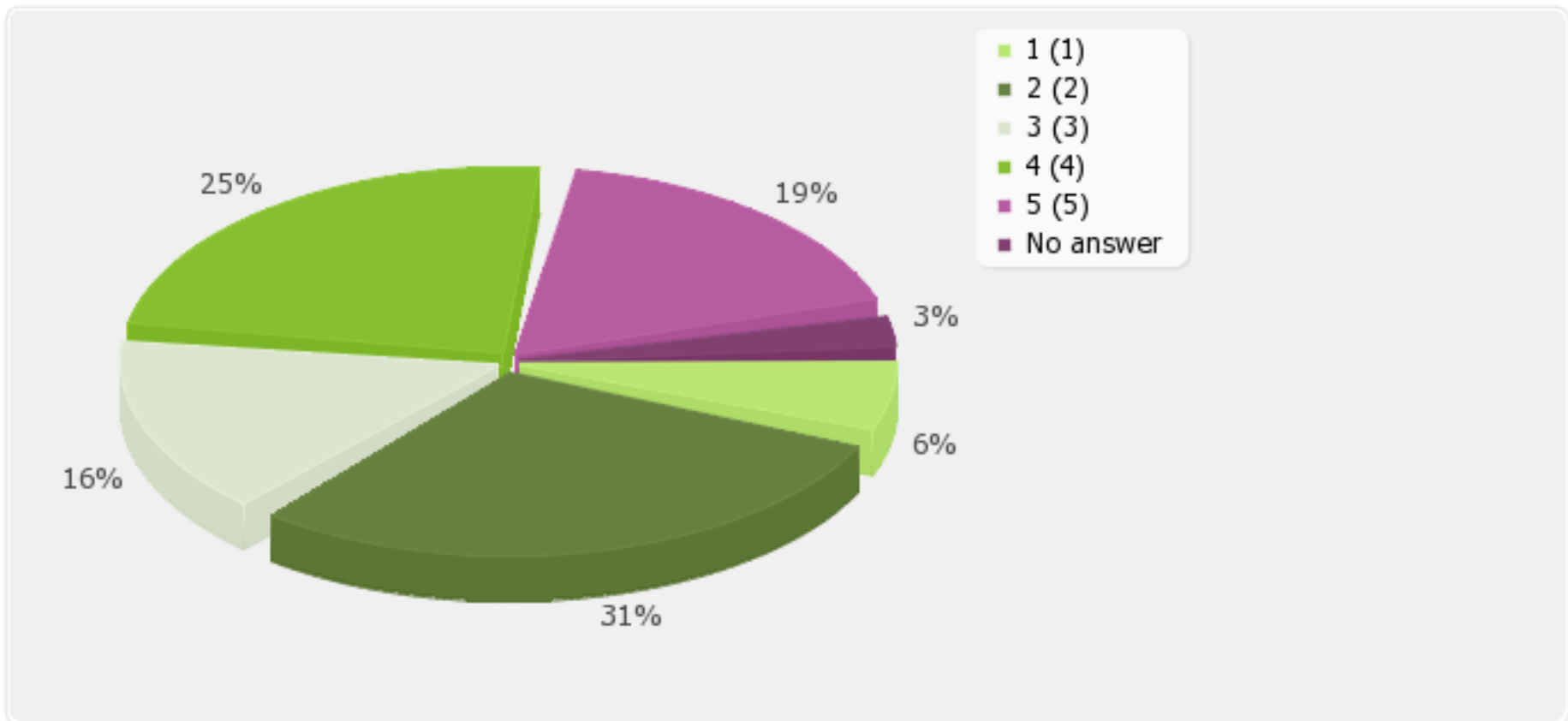
[International and/or global perspectives]



Exploratory Analysis of Individual Closed-Ended Questions

- ▶ **How well do these terms classify your work/contribution to the campus? 1=None of my work, 2=Some of my work, 3=Half of my work, 4=Most of my work, 5=All of my work**

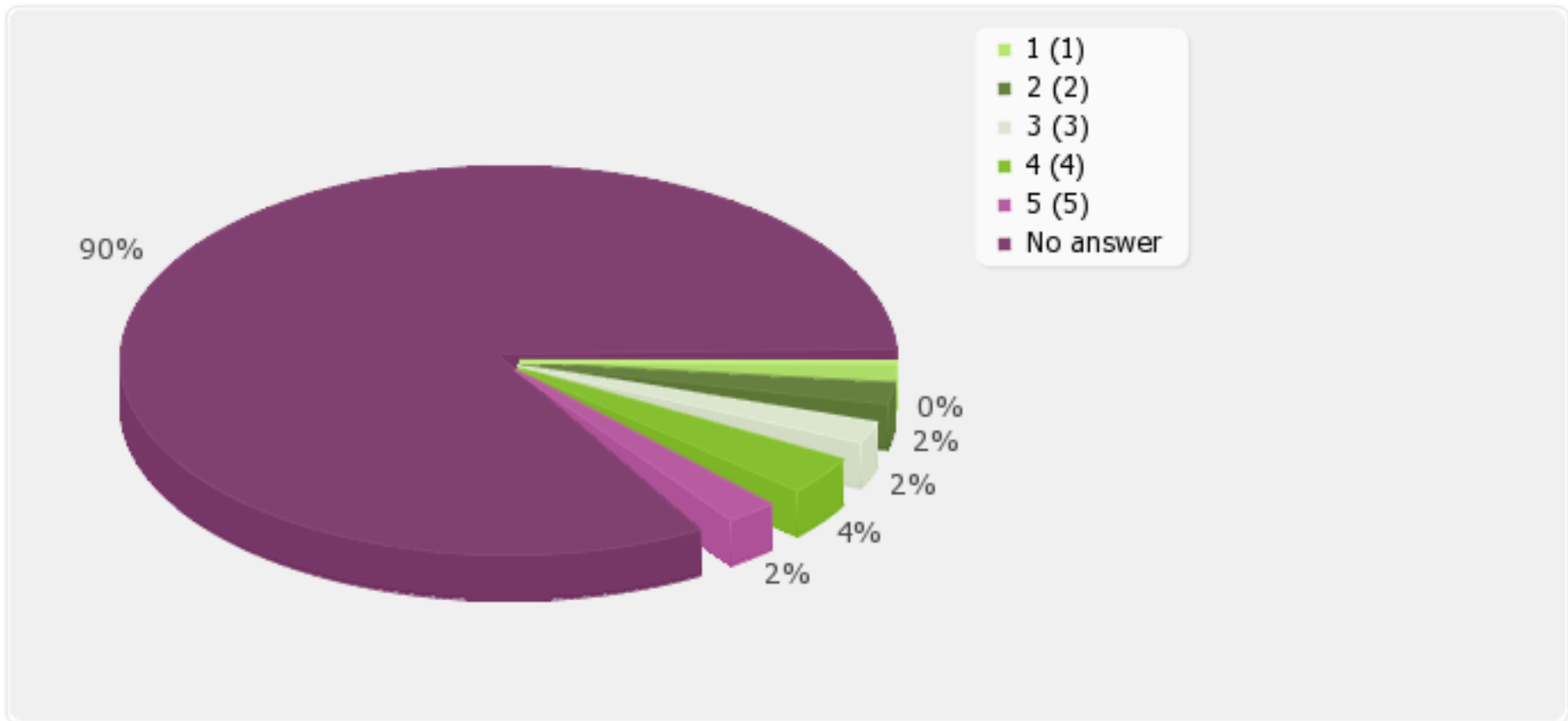
[Public and/or community engagement]



Exploratory Analysis of Individual Closed-Ended Questions

- ▶ **How well do these terms classify your work/contribution to the campus? 1=None of my work, 2=Some of my work, 3=Half of my work, 4=Most of my work, 5=All of my work**

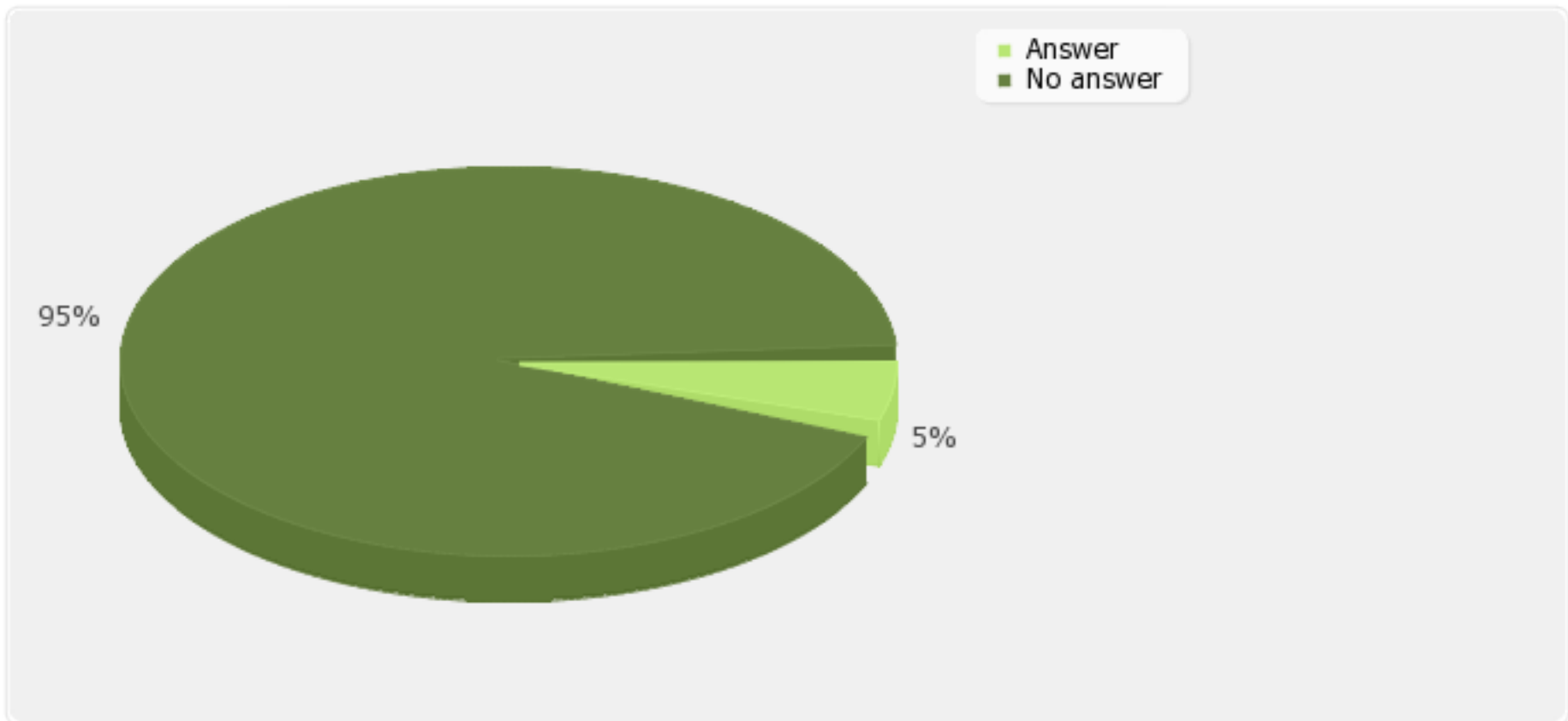
[Other]



Exploratory Analysis of Individual Closed-Ended Questions

- ▶ **How well do these terms classify your work/contribution to the campus? 1=None of my work, 2=Some of my work, 3=Half of my work, 4=Most of my work, 5=All of my work**

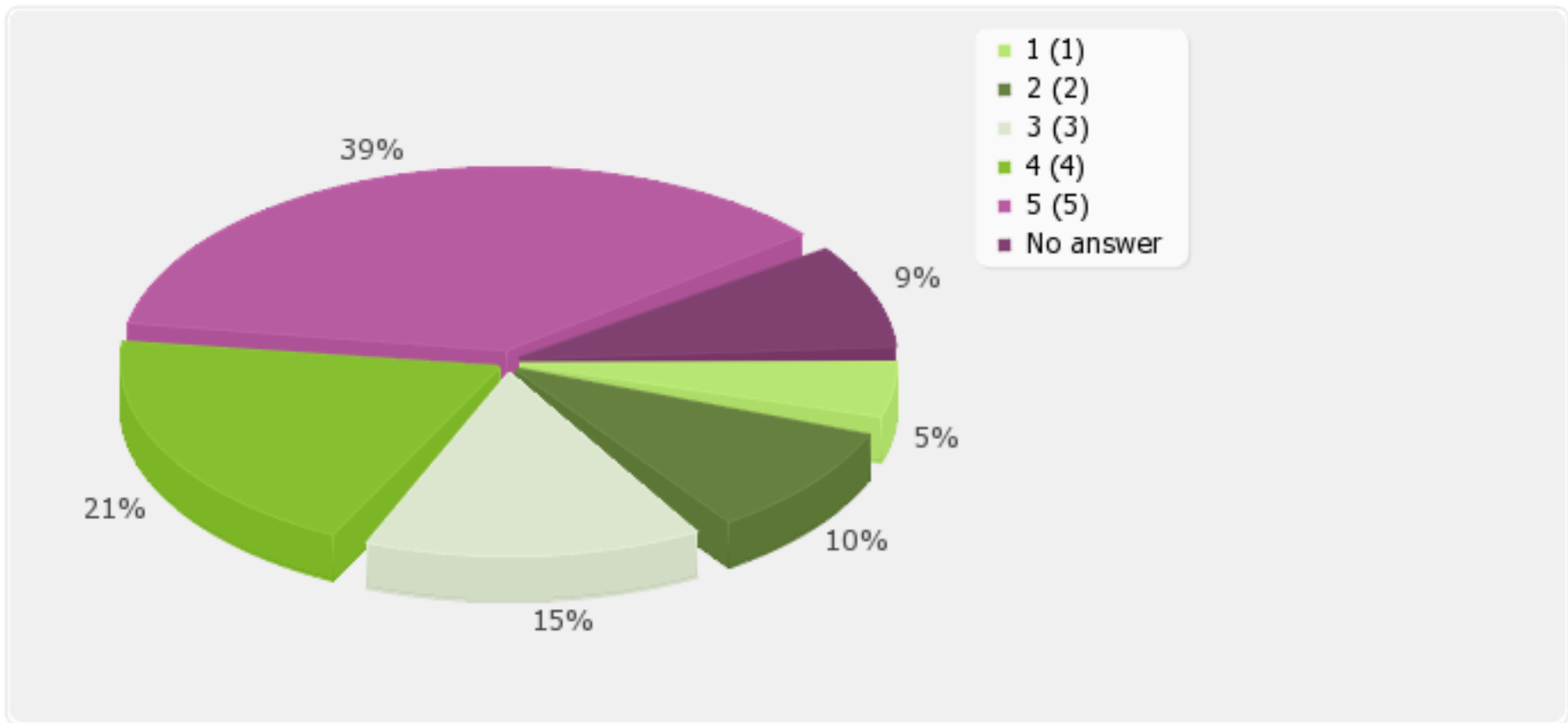
If Other Please Specify



Exploratory Analysis of Individual Closed-Ended Questions

- ▶ **How relevant are each of these terms in relation to your work? 1=irrelevant, 2=of little relevance, 3=moderately relevant, 4=relevant, 5=very relevant**

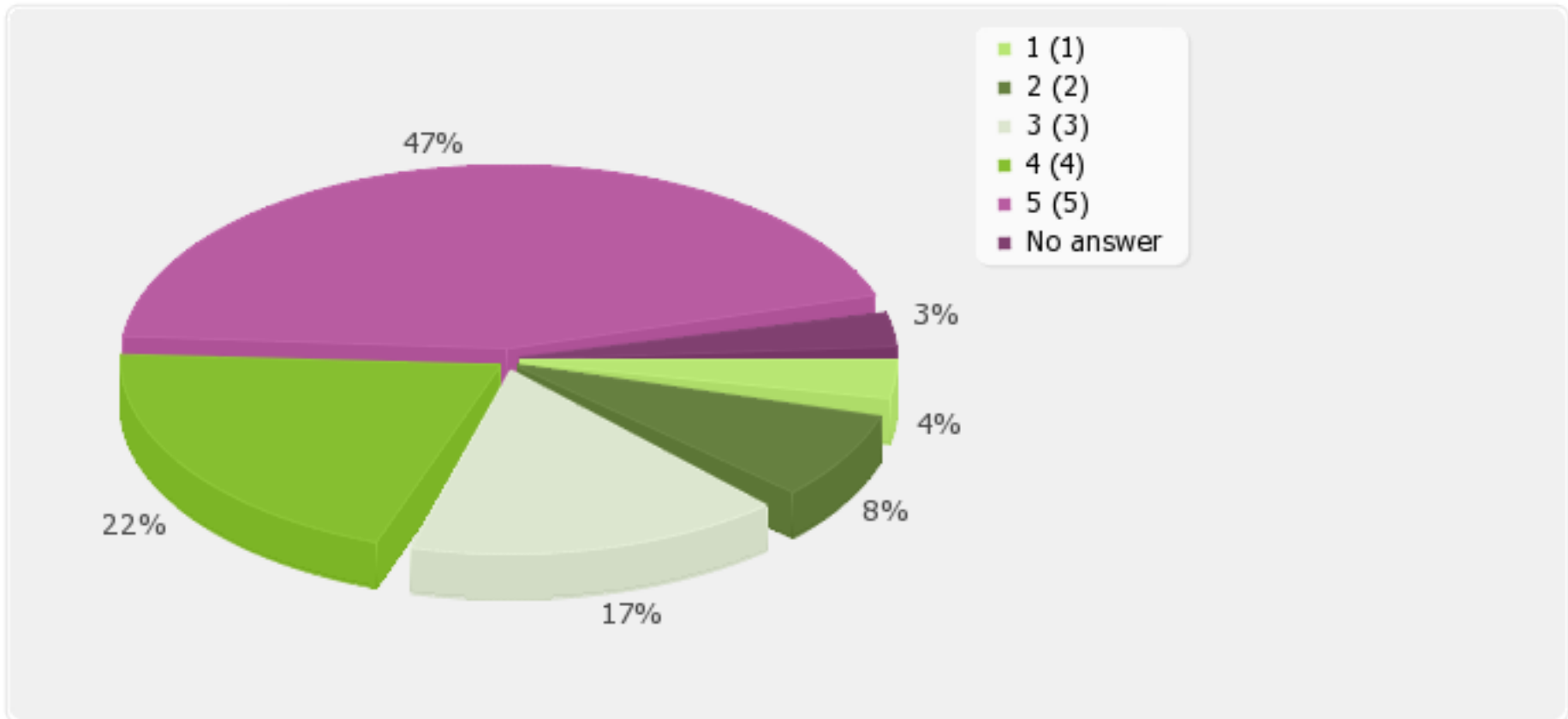
[Interculturalism]



Exploratory Analysis of Individual Closed-Ended Questions

- ▶ How relevant are each of these terms in relation to your work? 1=irrelevant, 2=of little relevance, 3=moderately relevant, 4=relevant, 5=very relevant

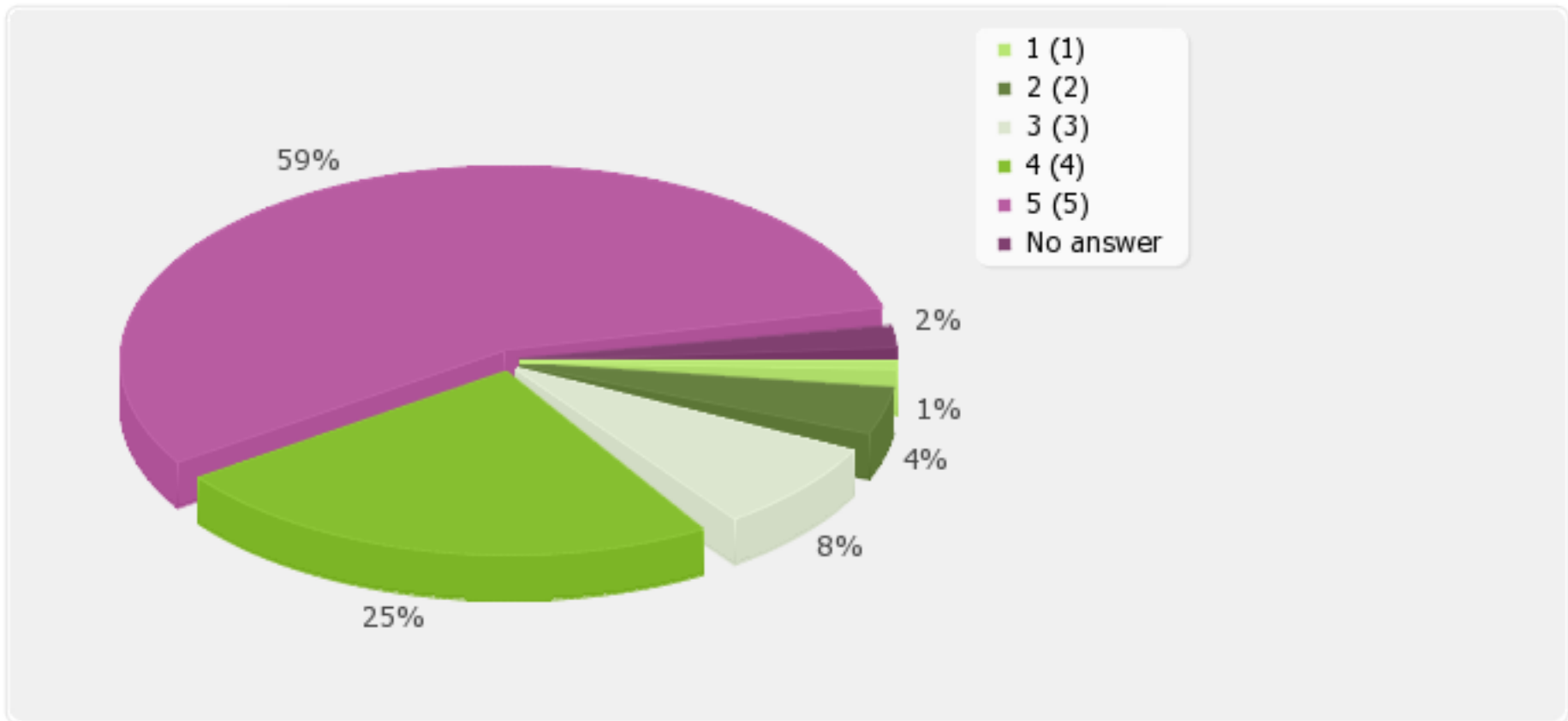
[Multiculturalism]



Exploratory Analysis of Individual Closed-Ended Questions

- ▶ **How relevant are each of these terms in relation to your work? 1=irrelevant, 2=of little relevance, 3=moderately relevant, 4=relevant, 5=very relevant**

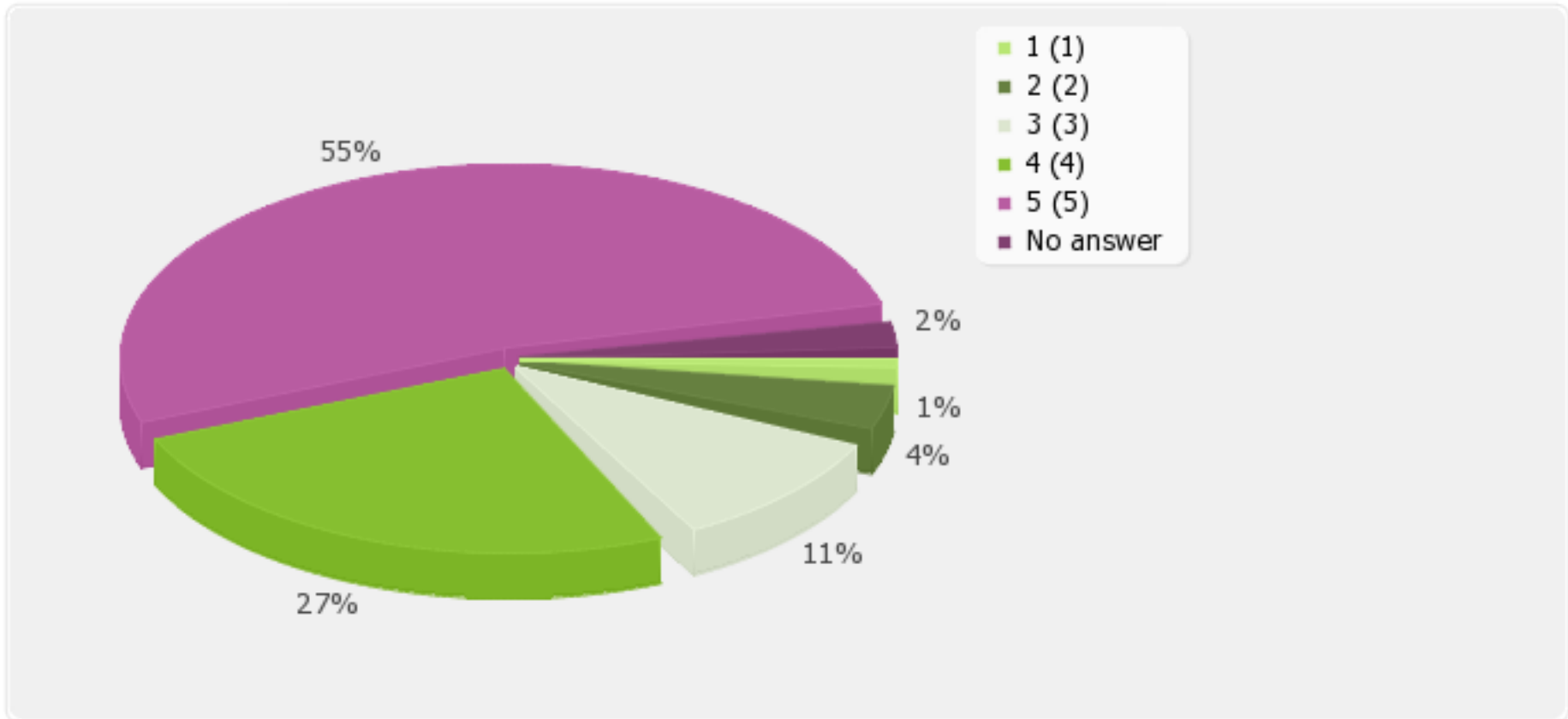
[Inclusion of diverse communities]



Exploratory Analysis of Individual Closed-Ended Questions

- ▶ How relevant are each of these terms in relation to your work? 1=irrelevant, 2=of little relevance, 3=moderately relevant, 4=relevant, 5=very relevant

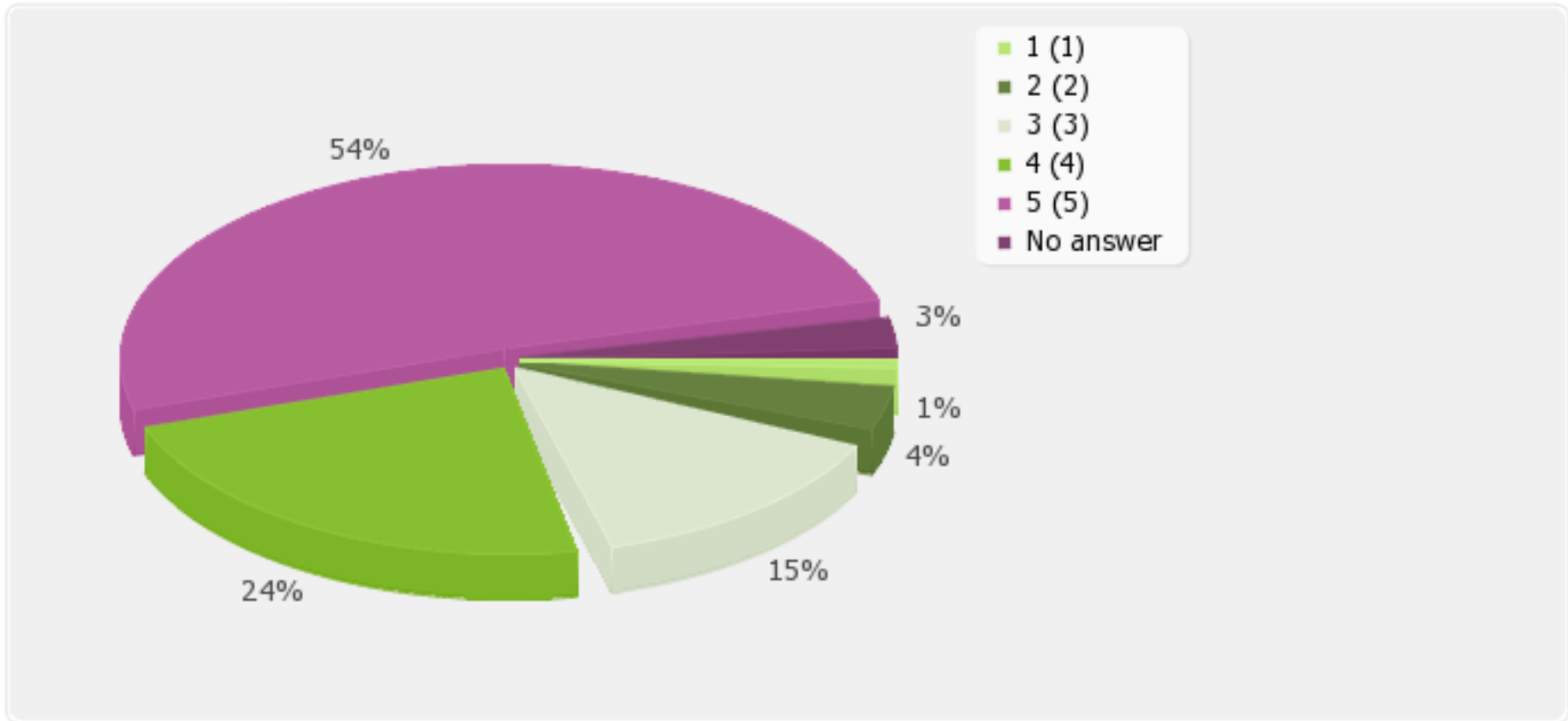
[Diversity]



Exploratory Analysis of Individual Closed-Ended Questions

- ▶ How relevant are each of these terms in relation to your work? 1=irrelevant, 2=of little relevance, 3=moderately relevant, 4=relevant, 5=very relevant

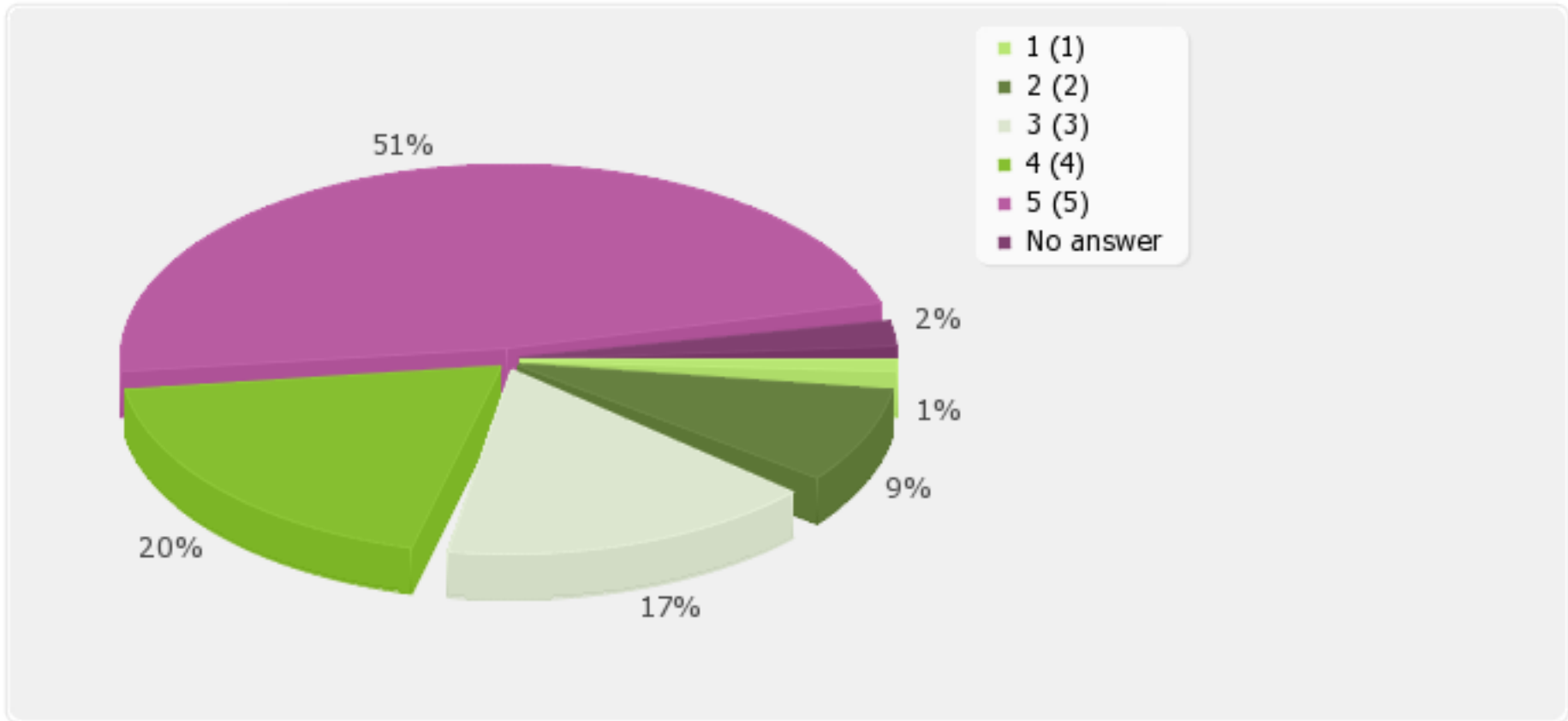
[Equity]



Exploratory Analysis of Individual Closed-Ended Questions

- ▶ **How relevant are each of these terms in relation to your work? 1=irrelevant, 2=of little relevance, 3=moderately relevant, 4=relevant, 5=very relevant**

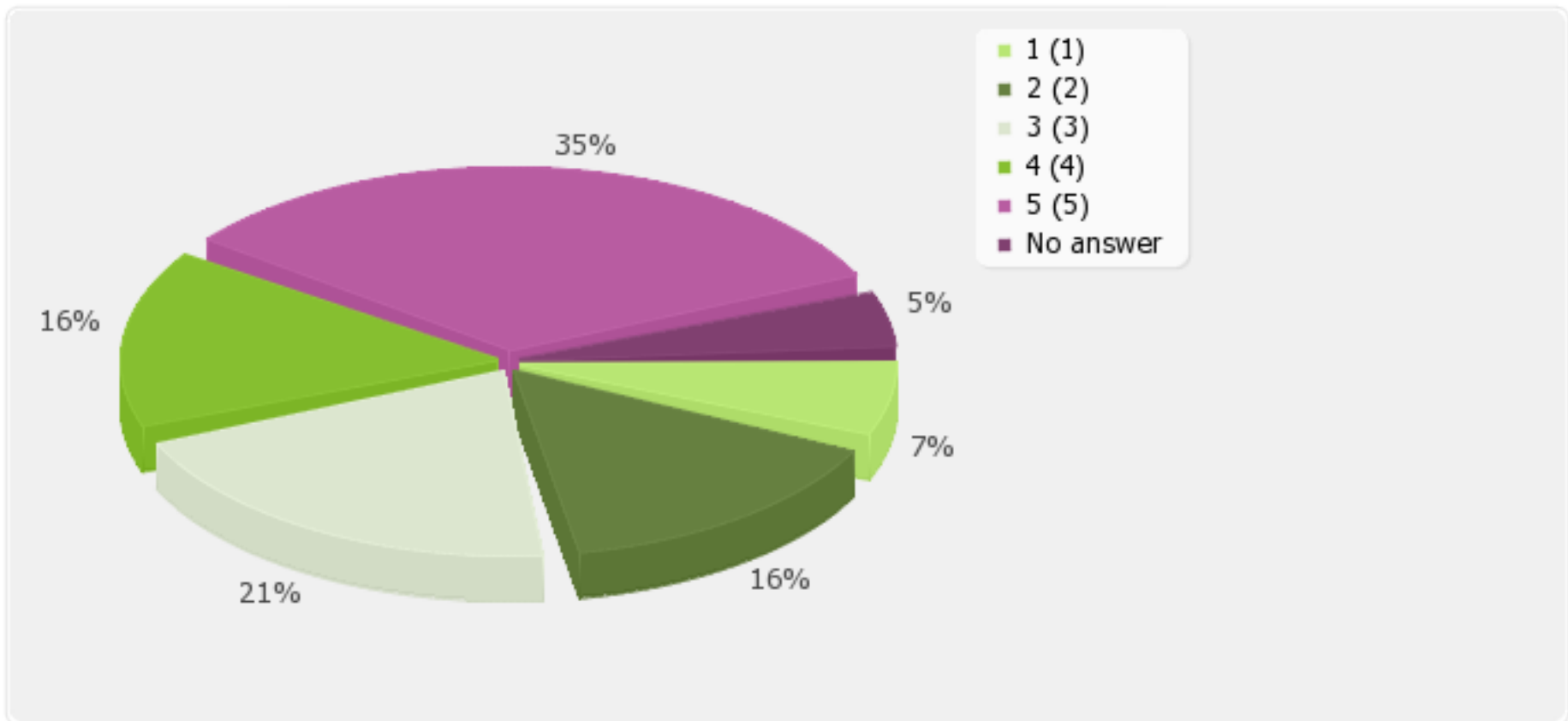
[Outreach]



Exploratory Analysis of Individual Closed-Ended Questions

- ▶ How relevant are each of these terms in relation to your work? 1=irrelevant, 2=of little relevance, 3=moderately relevant, 4=relevant, 5=very relevant

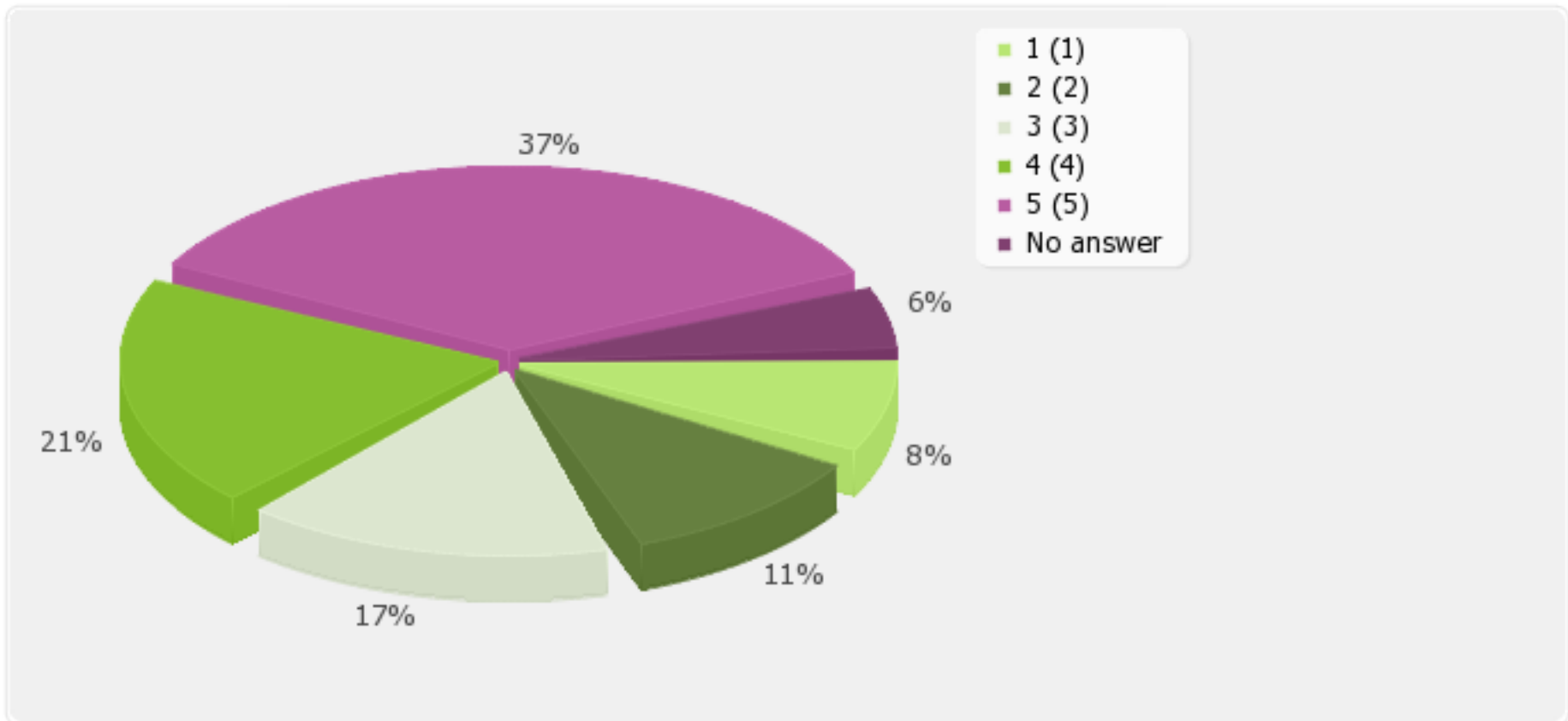
[Internationalization]



Exploratory Analysis of Individual Closed-Ended Questions

- ▶ **How relevant are each of these terms in relation to your work? 1=irrelevant, 2=of little relevance, 3=moderately relevant, 4=relevant, 5=very relevant**

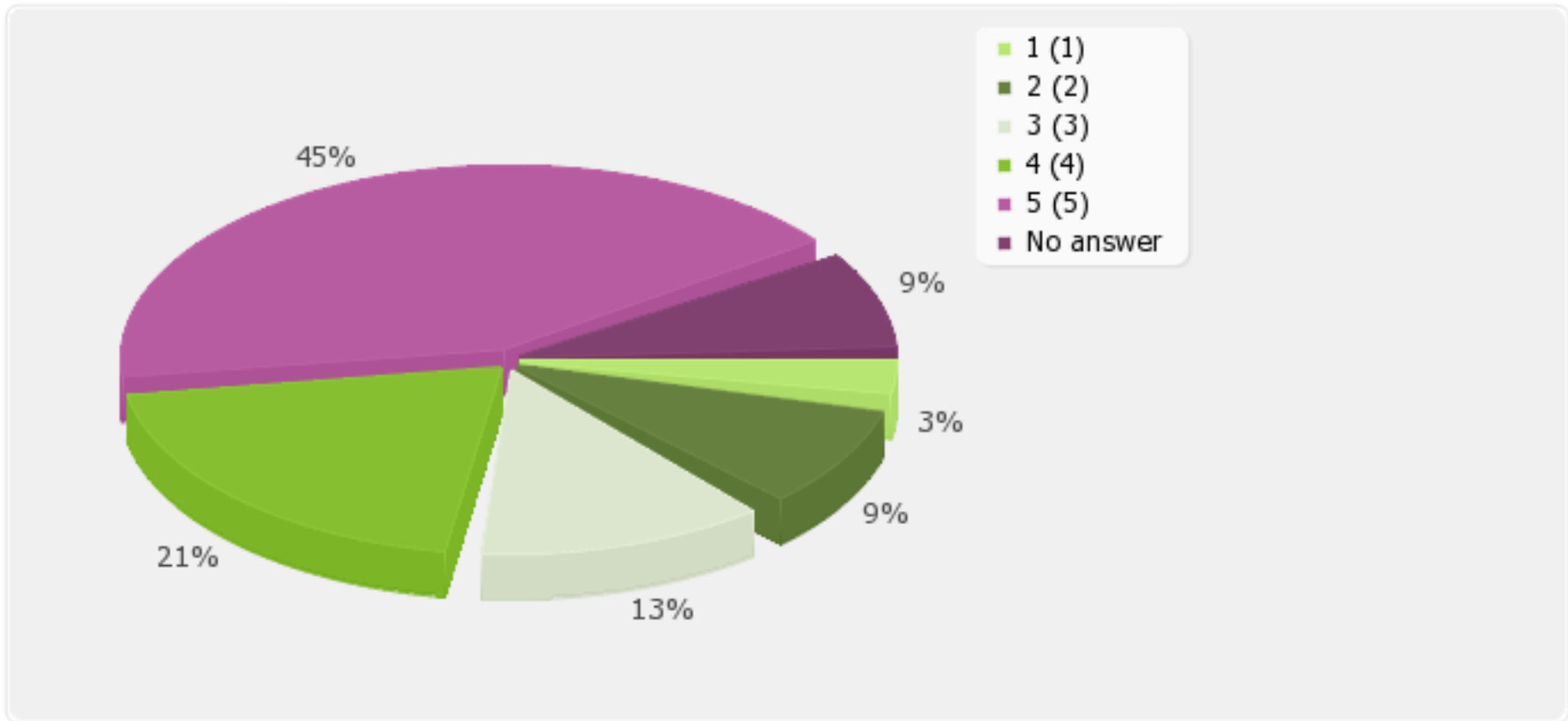
[Global competence]



Exploratory Analysis of Individual Closed-Ended Questions

- ▶ How relevant are each of these terms in relation to your work? 1=irrelevant, 2=of little relevance, 3=moderately relevant, 4=relevant, 5=very relevant

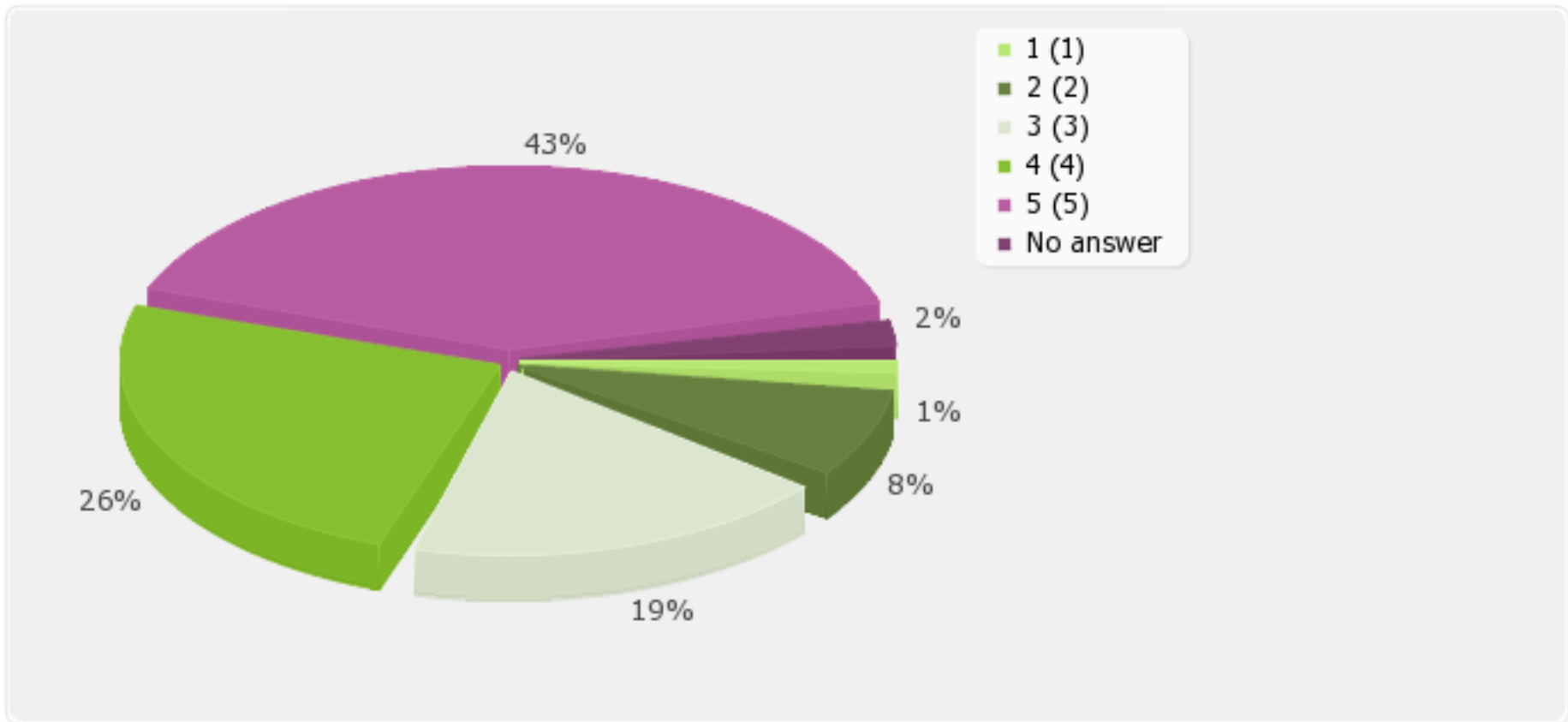
[Difference]



Exploratory Analysis of Individual Closed-Ended Questions

- ▶ **How relevant are each of these terms in relation to your work? 1=irrelevant, 2=of little relevance, 3=moderately relevant, 4=relevant, 5=very relevant**

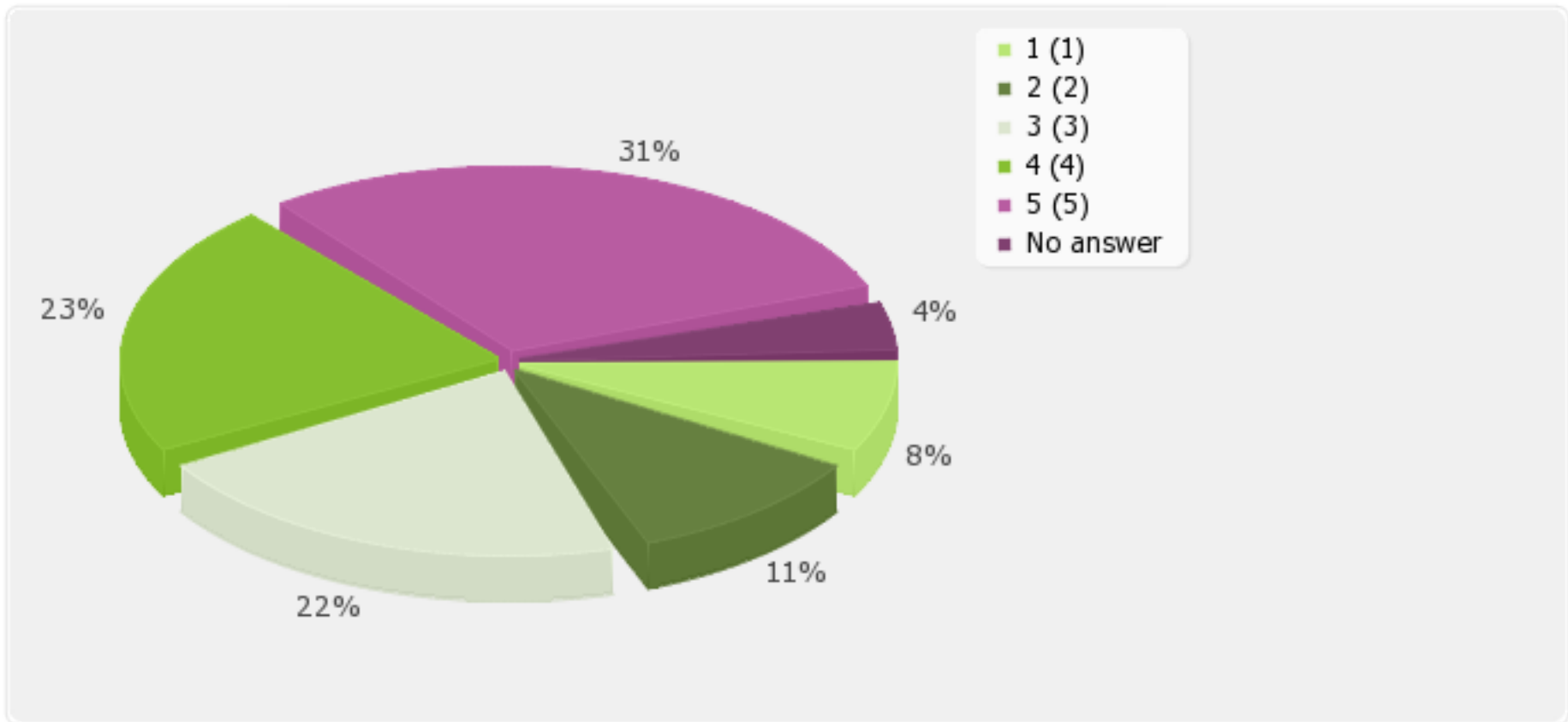
[Community engagement]



Exploratory Analysis of Individual Closed-Ended Questions

- ▶ **How relevant are each of these terms in relation to your work? 1=irrelevant, 2=of little relevance, 3=moderately relevant, 4=relevant, 5=very relevant**

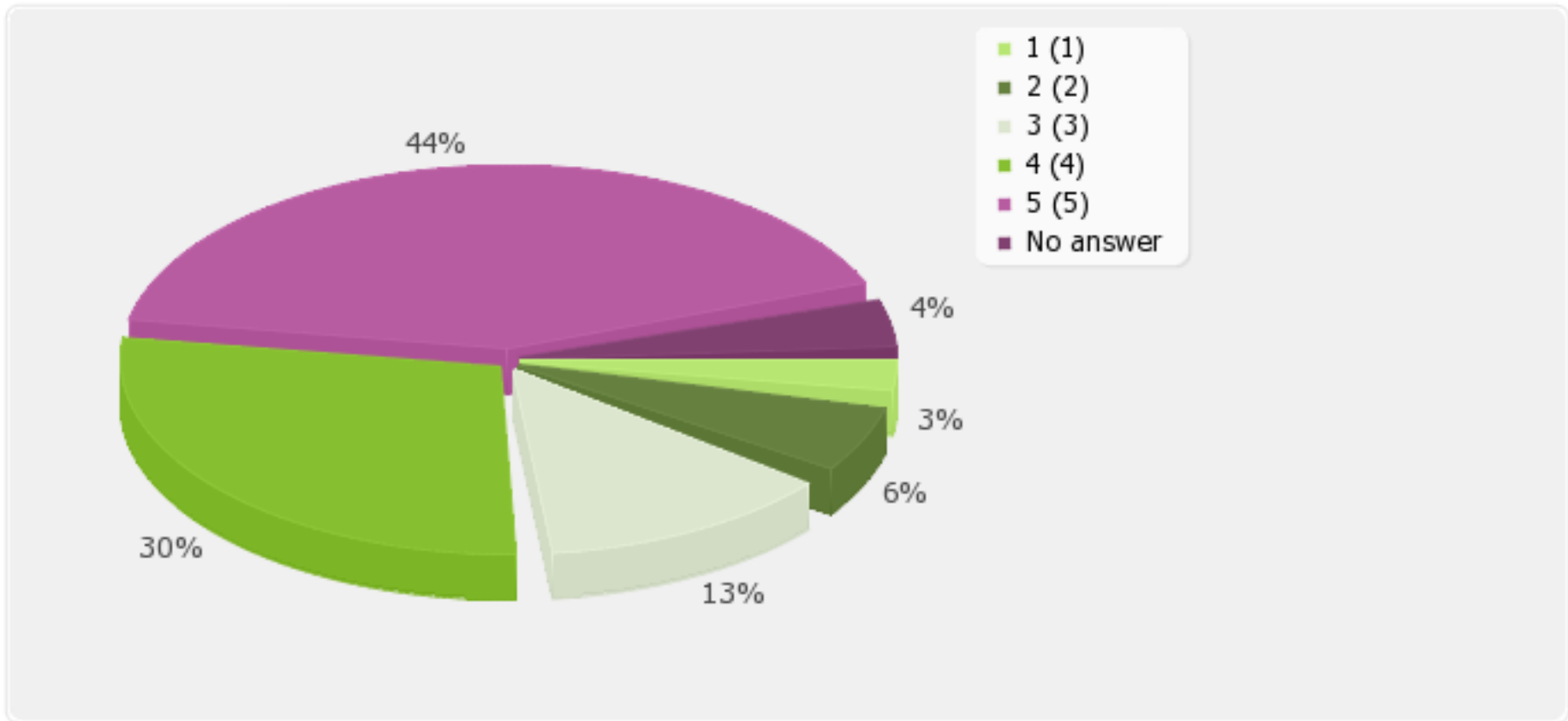
[Global citizenship]



Exploratory Analysis of Individual Closed-Ended Questions

- ▶ **How relevant are each of these terms in relation to your work? 1=irrelevant, 2=of little relevance, 3=moderately relevant, 4=relevant, 5=very relevant**

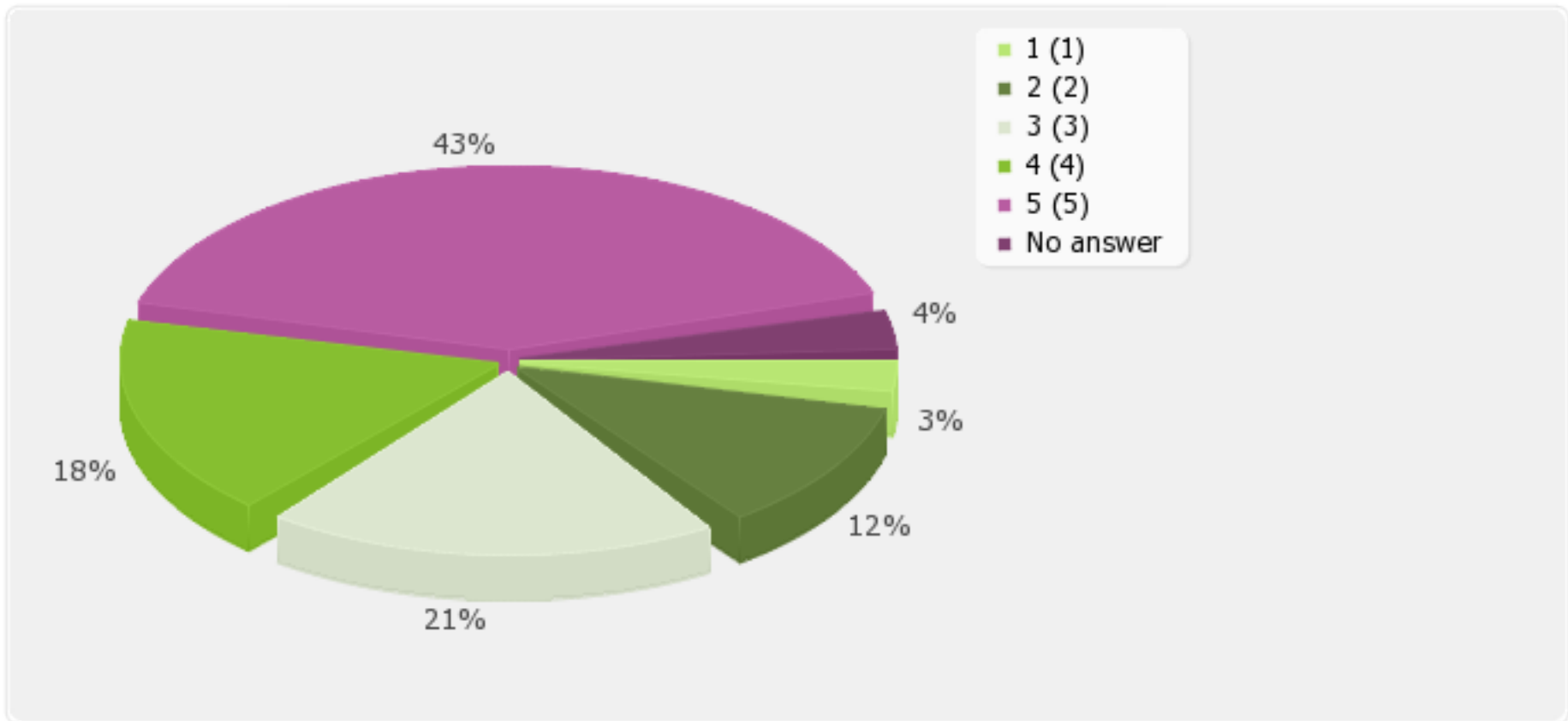
[Cross-cultural engagement]



Exploratory Analysis of Individual Closed-Ended Questions

- ▶ How relevant are each of these terms in relation to your work? 1=irrelevant, 2=of little relevance, 3=moderately relevant, 4=relevant, 5=very relevant

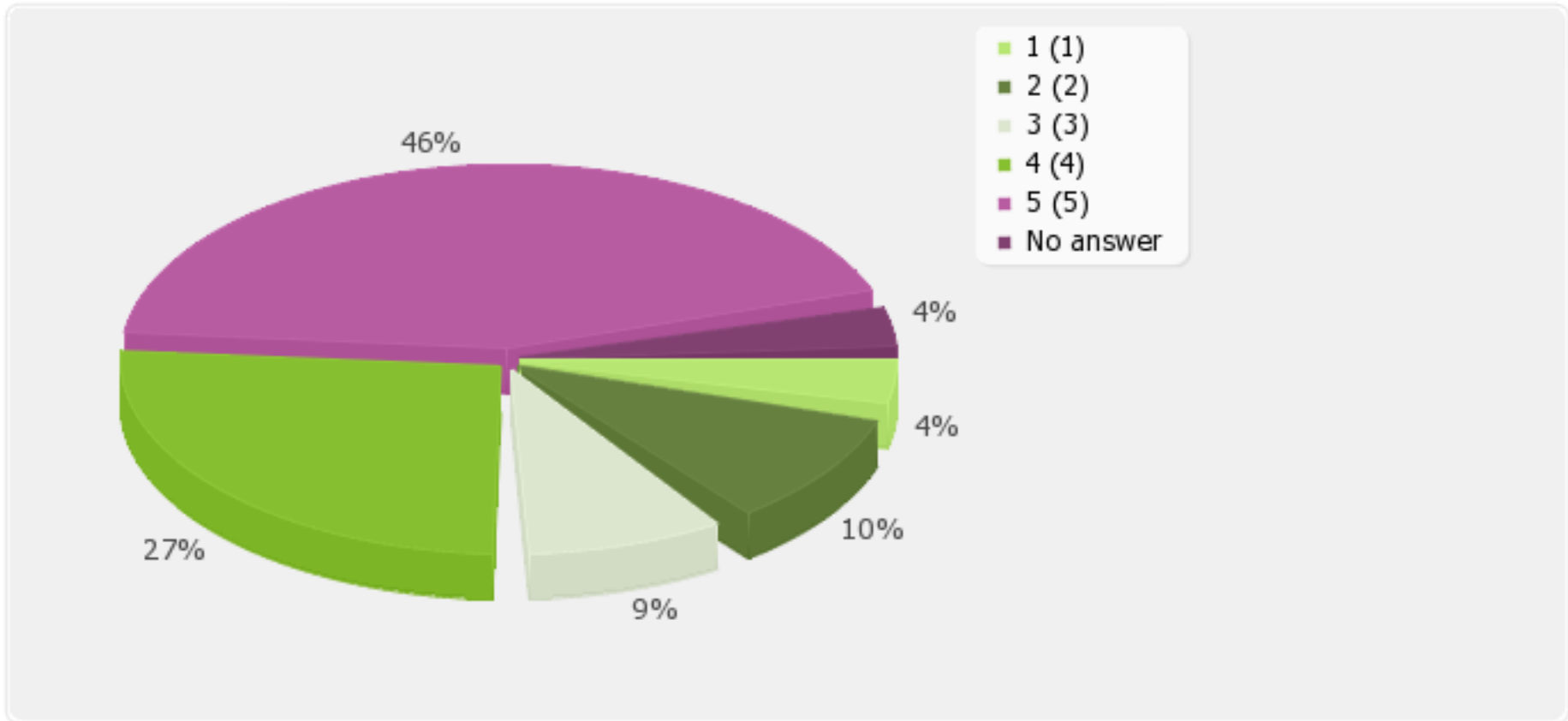
[Social justice]



Exploratory Analysis of Individual Closed-Ended Questions

- ▶ **How relevant are each of these terms in relation to your work? 1=irrelevant, 2=of little relevance, 3=moderately relevant, 4=relevant, 5=very relevant**

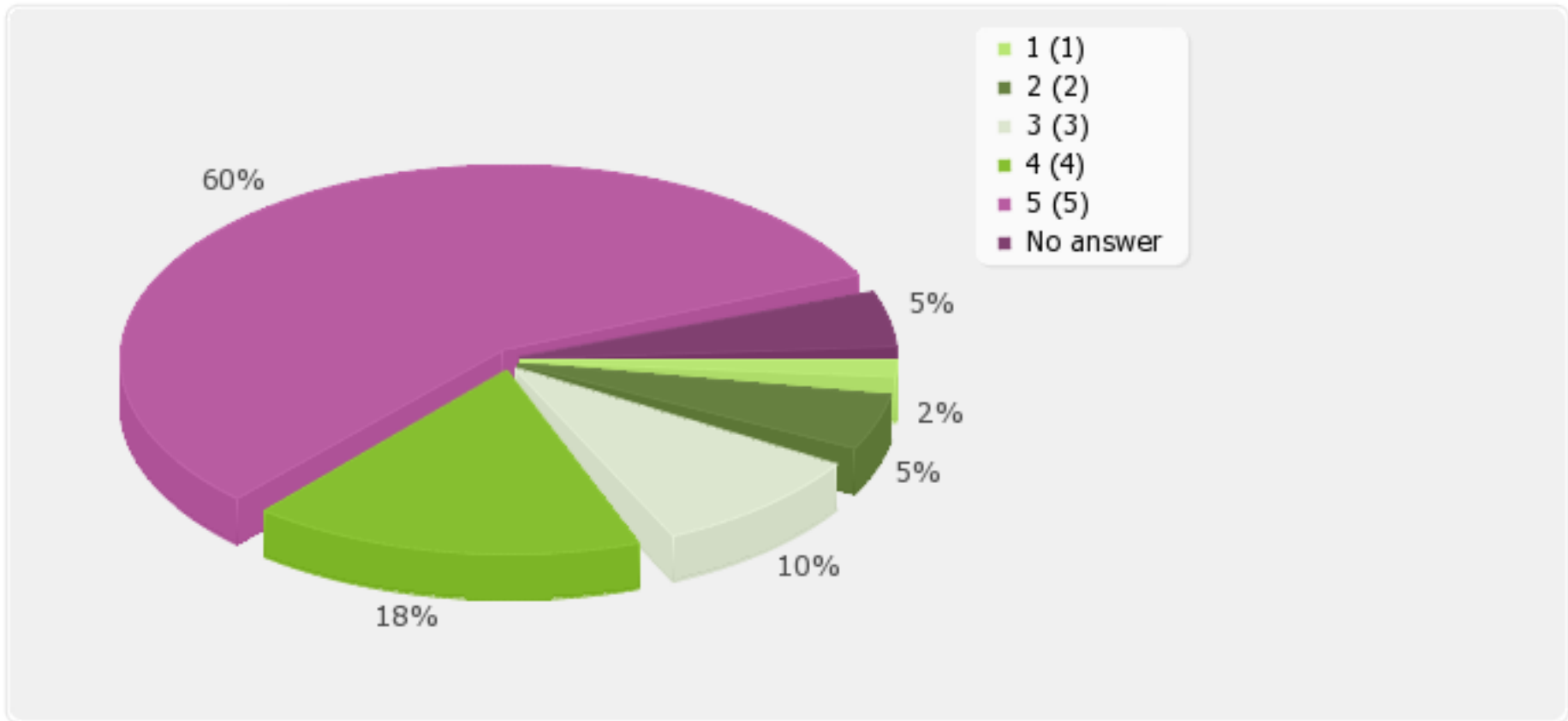
[Intercultural communication]



Exploratory Analysis of Individual Closed-Ended Questions

- ▶ How relevant are each of these terms in relation to your work? 1=irrelevant, 2=of little relevance, 3=moderately relevant, 4=relevant, 5=very relevant

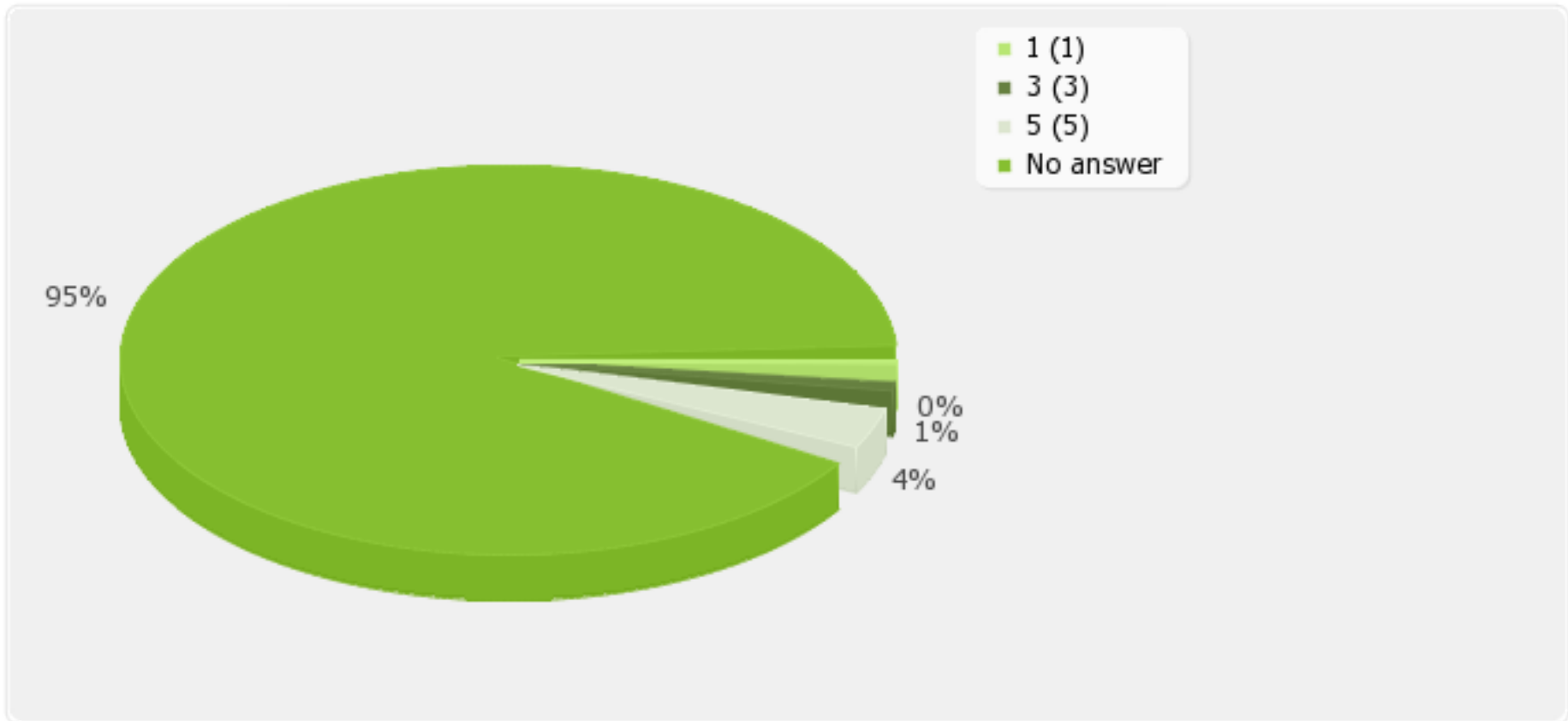
[Culture]



Exploratory Analysis of Individual Closed-Ended Questions

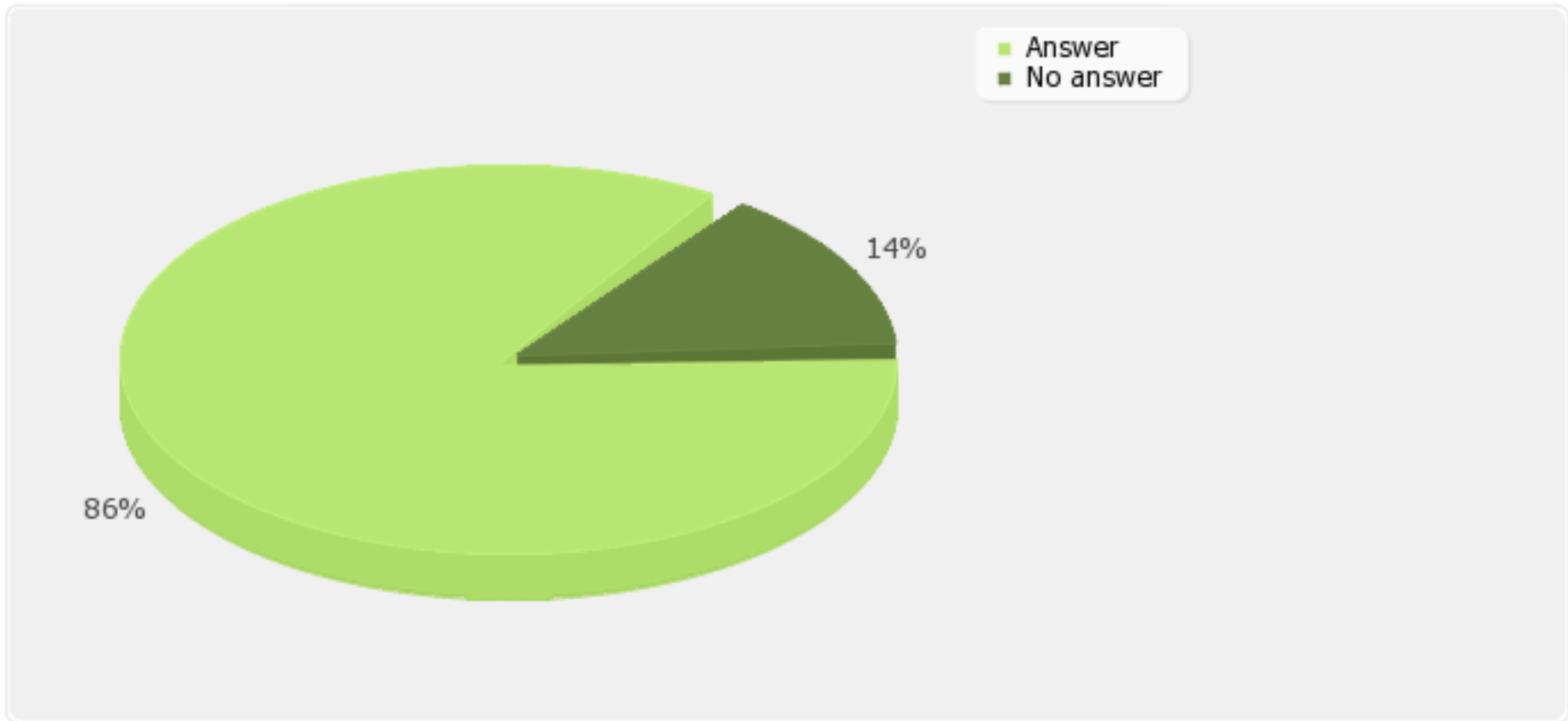
- ▶ How relevant are each of these terms in relation to your work? 1=irrelevant, 2=of little relevance, 3=moderately relevant, 4=relevant, 5=very relevant

[Other]



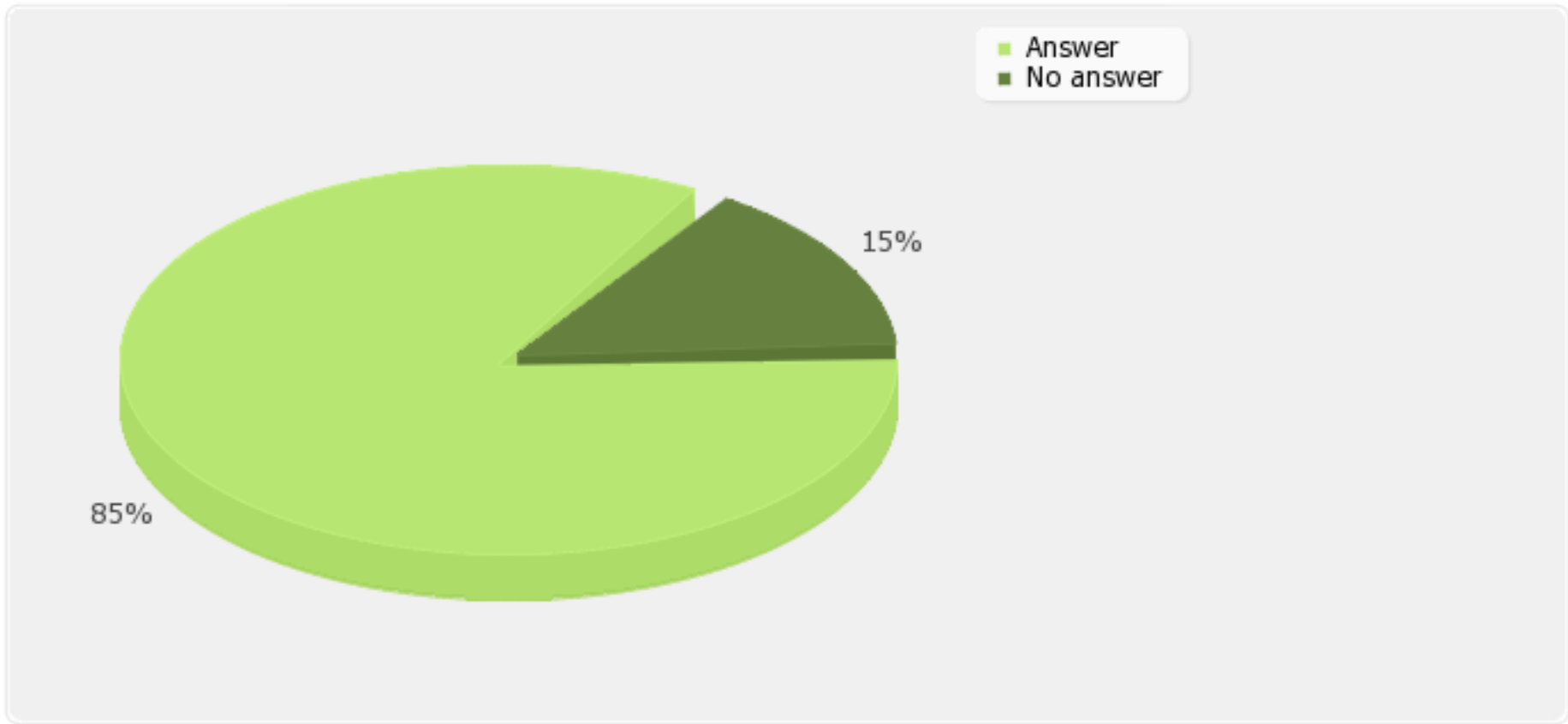
Exploratory Analysis of Individual Open-Ended Questions

- ▶ **How do you describe the work that you do as it relates to diversity and/or equity, international and/or global perspectives and/or public/community engagement?**



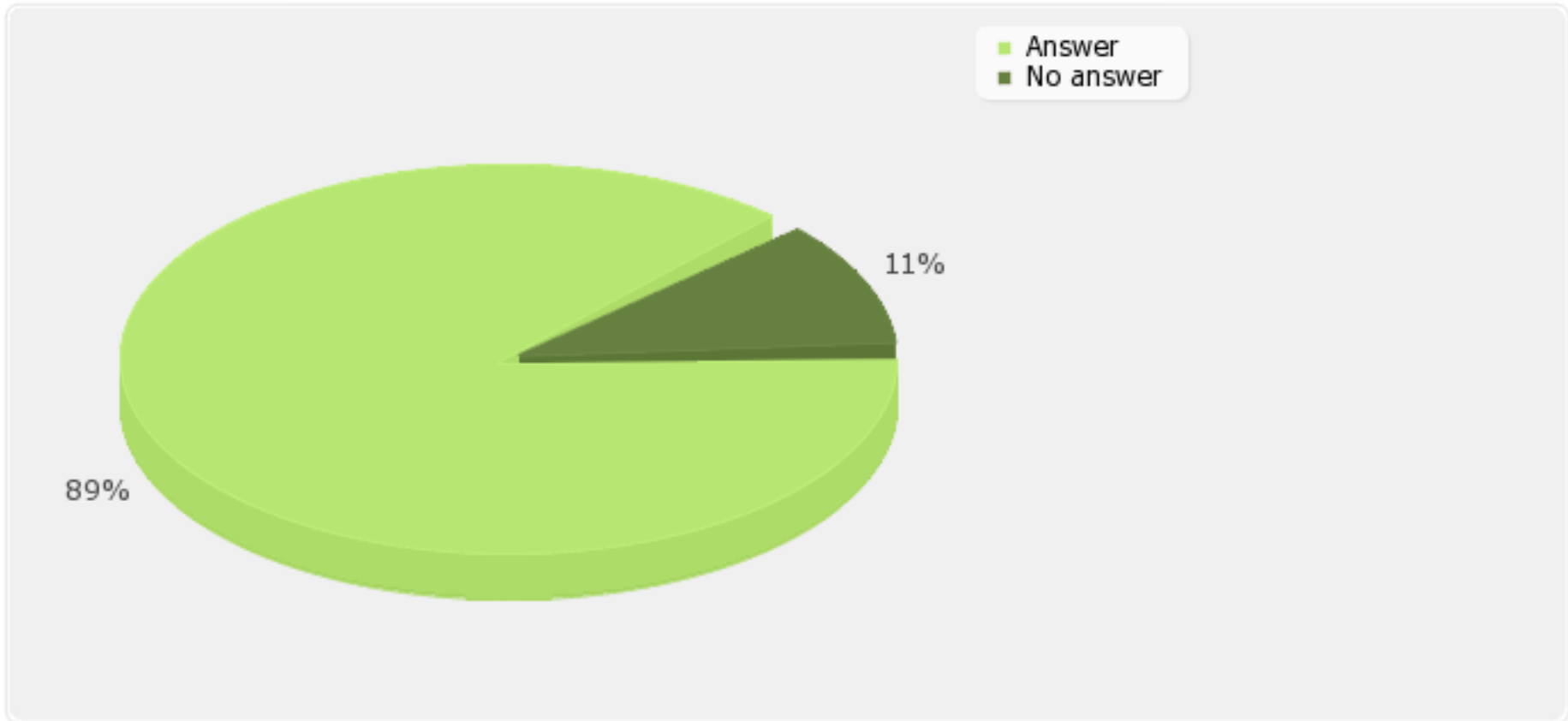
Exploratory Analysis of Individual Open-Ended Questions

- ▶ **What is the primary goal/purpose of the work you do for the University as it relates to diversity/equity, international and global perspectives and/or public/community engagement?**



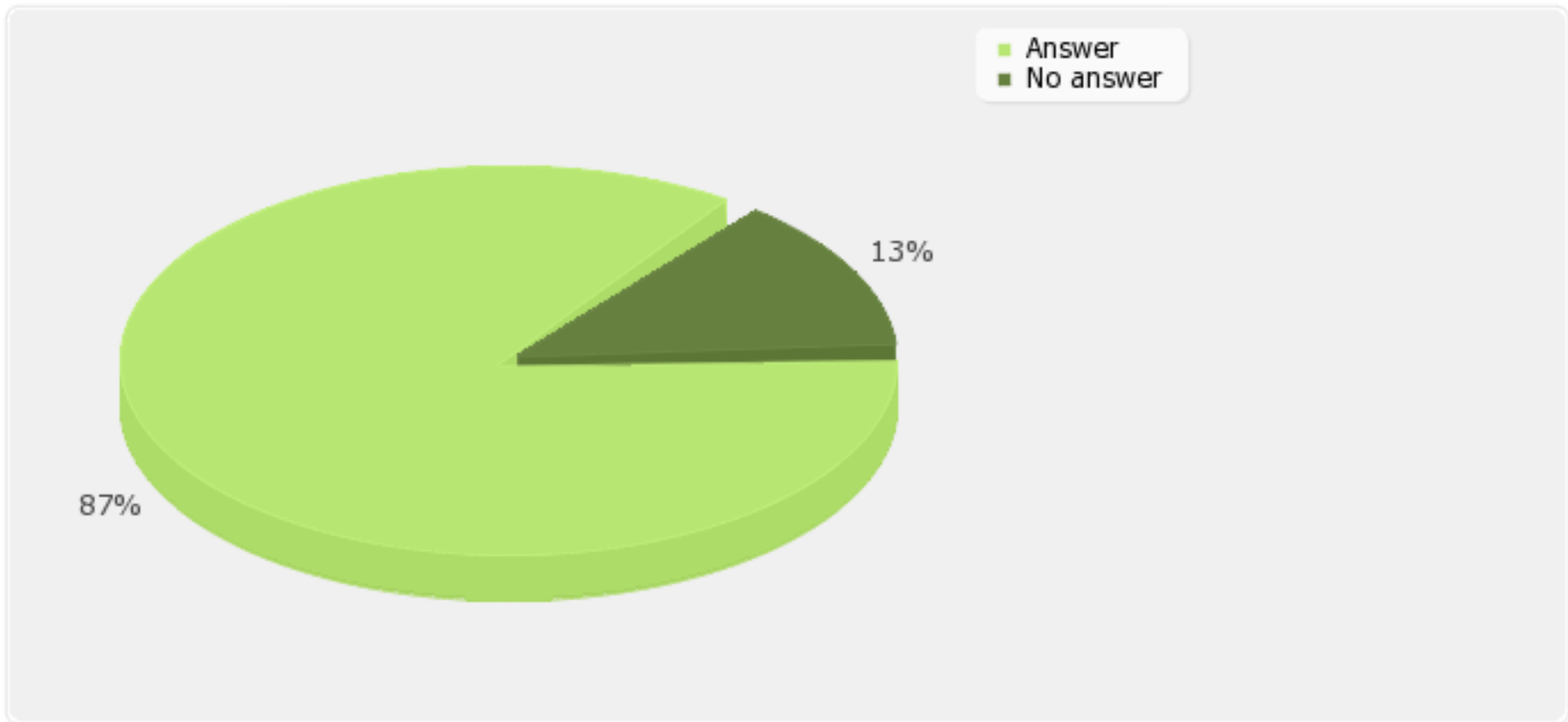
Exploratory Analysis of Individual Open-Ended Questions

▶ **Whom do you primarily serve?**



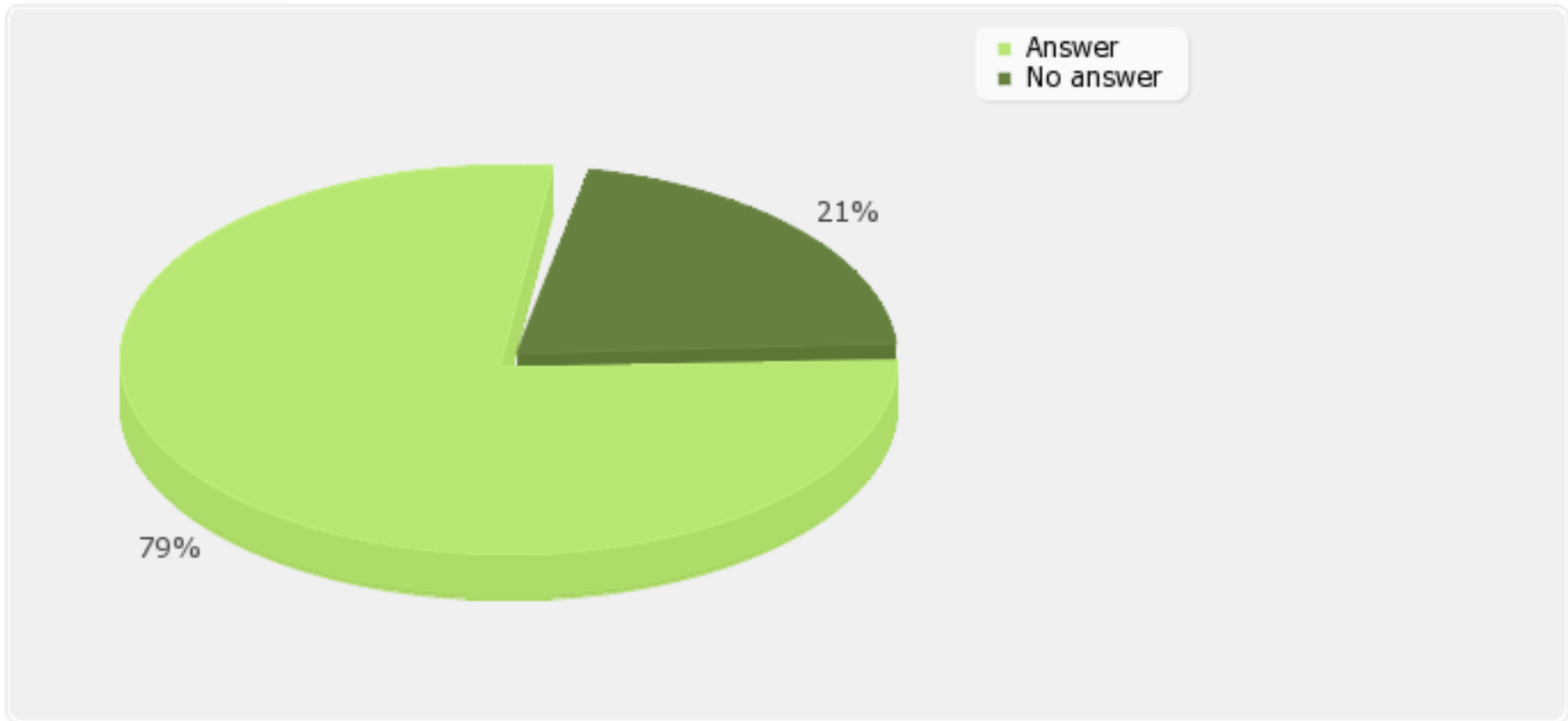
Exploratory Analysis of Individual Open-Ended Questions

- ▶ **What resources and support do you use to do your work as it relates to diversity/equity, international and global perspectives and/or public/community engagement?**



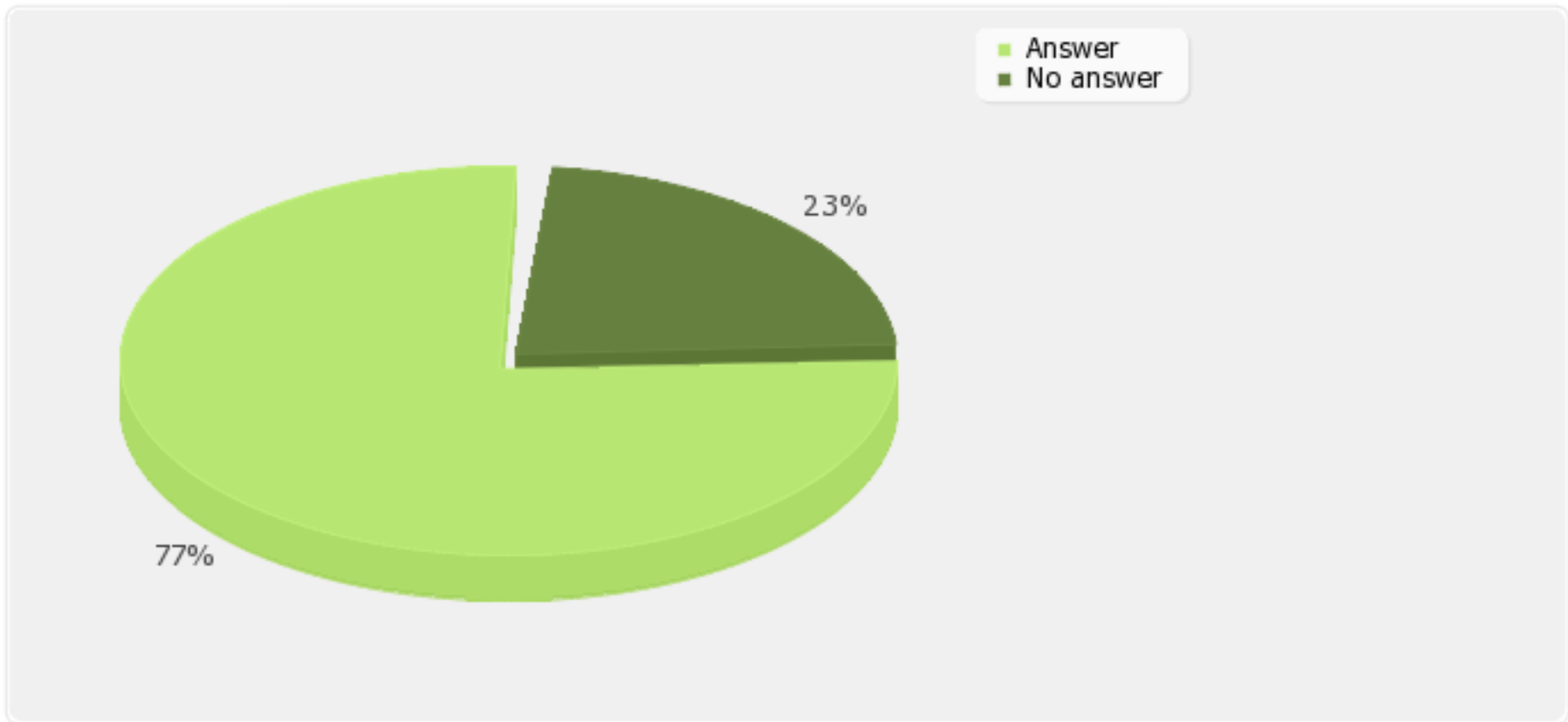
Exploratory Analysis of Individual Open-Ended Questions

- ▶ **What resources and support do you feel you are lacking while doing your work as it relates to diversity/ equity, international and global perspectives and/or public/community engagement?**



Exploratory Analysis of Individual Open-Ended Questions

- ▶ **What intersections, if any, do you see among these areas of work: diversity/equity, international and global perspectives, and public/community engagement?**



APPENDIX A-2

ADVANCED ANALYSIS OF CLOSED-ENDED QUESTIONS

Engin A. Sungur

UMM Data Services Center

ADVANCED ANALYSIS of CLOSED-ENDED QUESTIONS

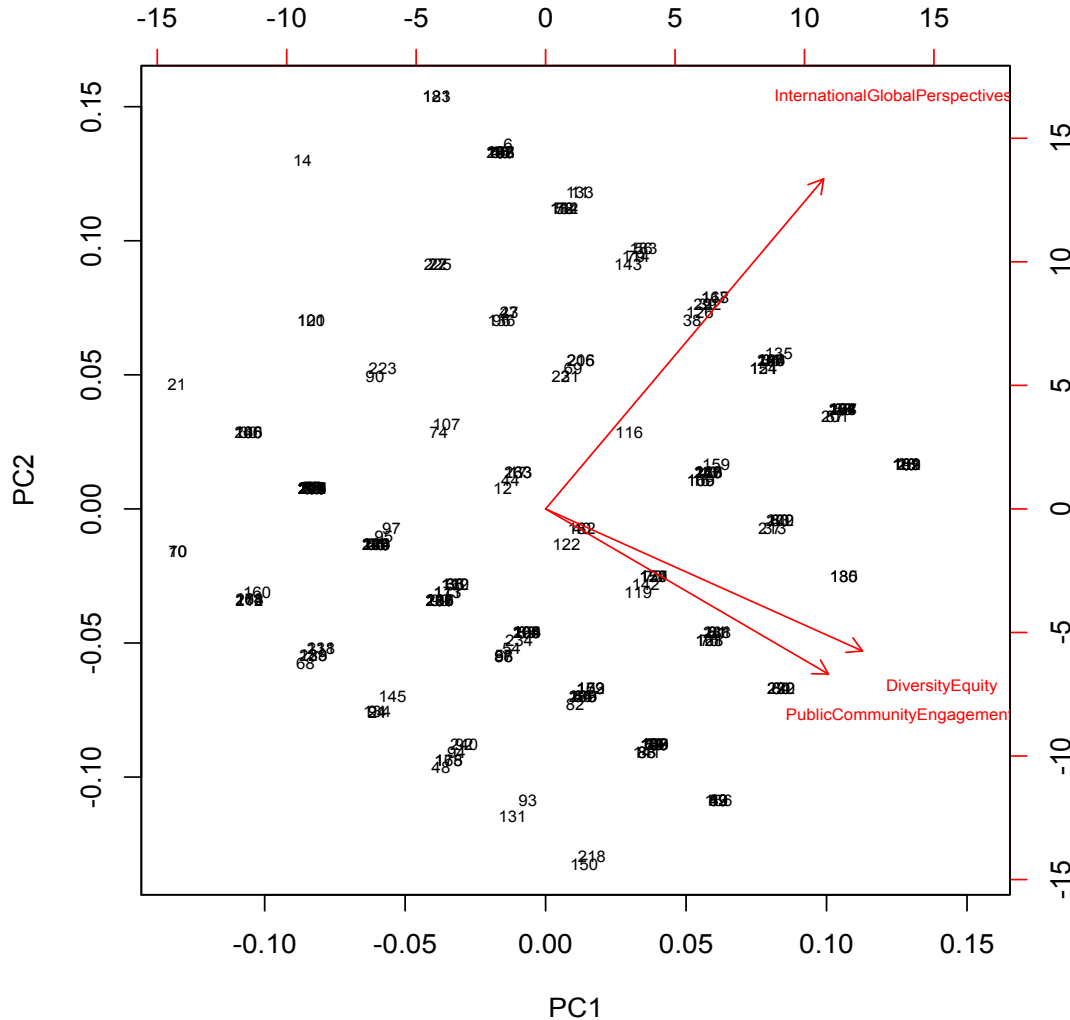
The Role of Interculturalism in Stakeholders' Work Survey

Engin A. Sungur



Advanced Analysis of Closed-Ended Questions (PCA)

- ▶ **How well do these terms classify your work/contribution to the campus? 1=None of my work, 2=Some of my work, 3=Half of my work, 4=Most of my work, 5=All of my work**

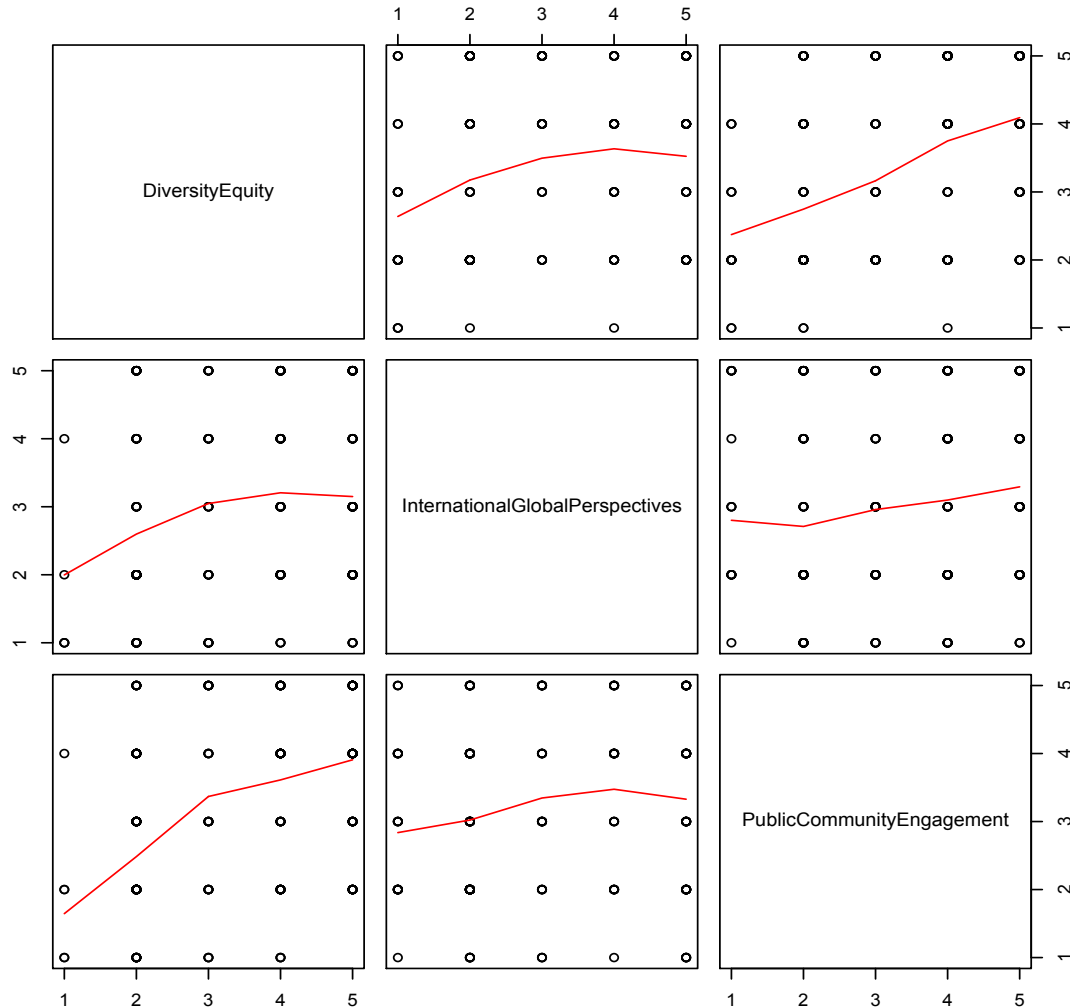


Advanced Analysis of Closed-Ended Questions (PCA)

- ▶ **How well do these terms classify your work/contribution to the campus? 1=None of my work, 2=Some of my work, 3=Half of my work, 4=Most of my work, 5=All of my work**
- ▶ **INTERPRETATION:**
- ▶ ***[Diversity and/or equity] and [Public and/or community engagement] are similar to each other***
- ▶ ***[Diversity and/or equity] and [Public and/or community engagement] presents a strong contrast with [International and/or global perspectives]***
- ▶ ***Contrast between [Diversity and/or equity] and [Public and/or community engagement] appears only on the third dimension***
- ▶ ***All three are part of the work (48.71% of the variation)***
- ▶ ***[Diversity and/or equity], [Public and/or community engagement] contrast with [International and/or global perspectives], i.e., one group high, the other group low (32.44% of the variation)***
- ▶ ***[Diversity and/or equity] contrast with [Public and/or community engagement], i.e., one group high, the other group low (18.85% of the variation)***

Advanced Analysis of Closed-Ended Questions (Scatter Plot Matrix)

- ▶ **How well do these terms classify your work/contribution to the campus? 1=None of my work, 2=Some of my work, 3=Half of my work, 4=Most of my work, 5=All of my work**

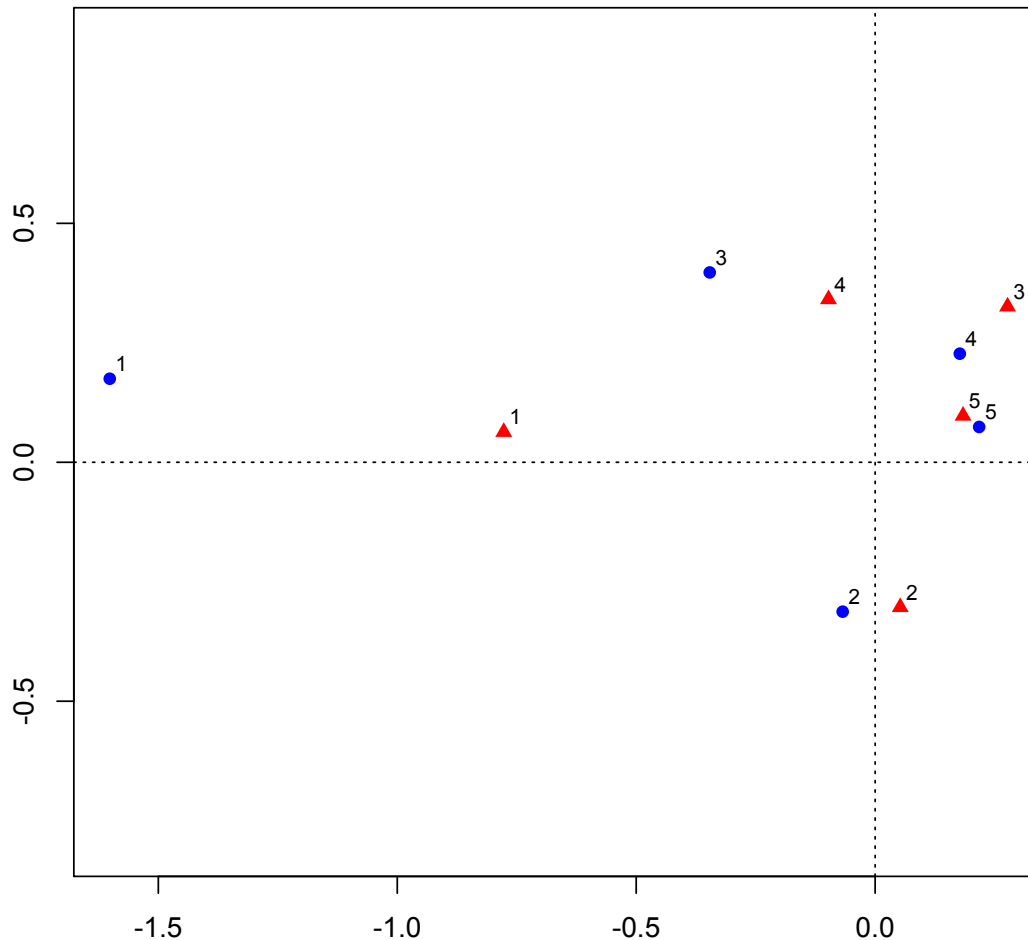


Advanced Analysis of Closed-Ended Questions

Correspondence Analysis: CORRESPO

[Diversity and/or equity] versus [International and/or global perspectives]

- ▶ How well do these terms classify your work/contribution to the campus? 1=None of my work, 2=Some of my work, 3=Half of my work, 4=Most of my work, 5=All of my work

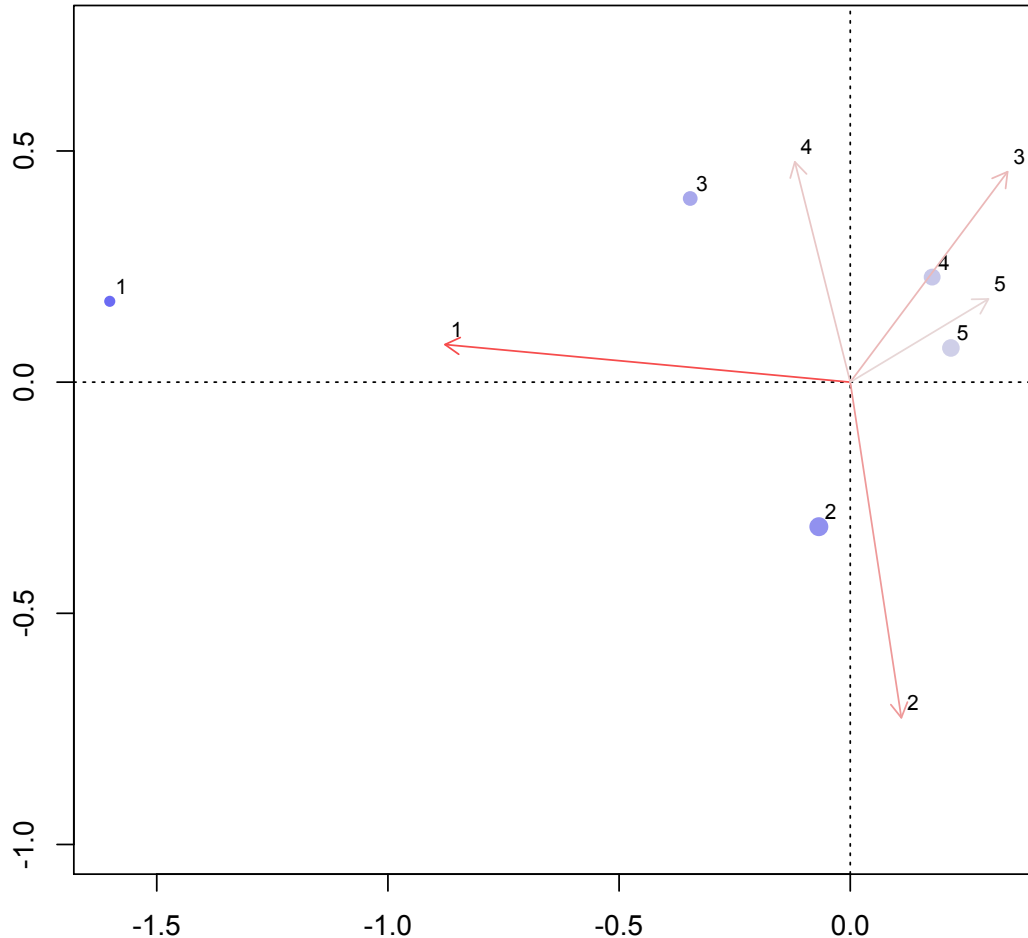


Advanced Analysis of Closed-Ended Questions

Correspondence Analysis: CORRESPO

[Diversity and/or equity] versus [International and/or global perspectives]

- ▶ How well do these terms classify your work/contribution to the campus? 1=None of my work, 2=Some of my work, 3=Half of my work, 4=Most of my work, 5=All of my work

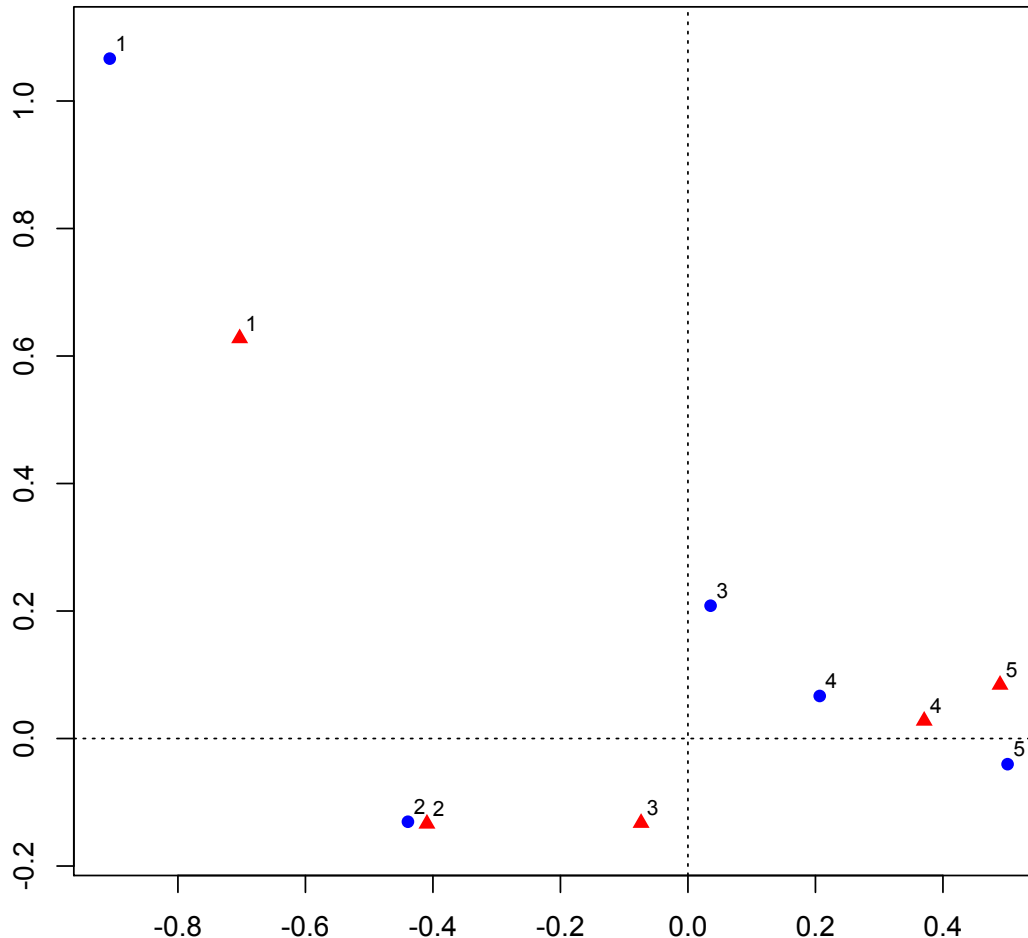


Advanced Analysis of Closed-Ended Questions

Correspondence Analysis: CORRESPO

[Diversity and/or equity] versus [PublicCommunityEngagement]

- ▶ How well do these terms classify your work/contribution to the campus? 1=None of my work, 2=Some of my work, 3=Half of my work, 4=Most of my work, 5=All of my work

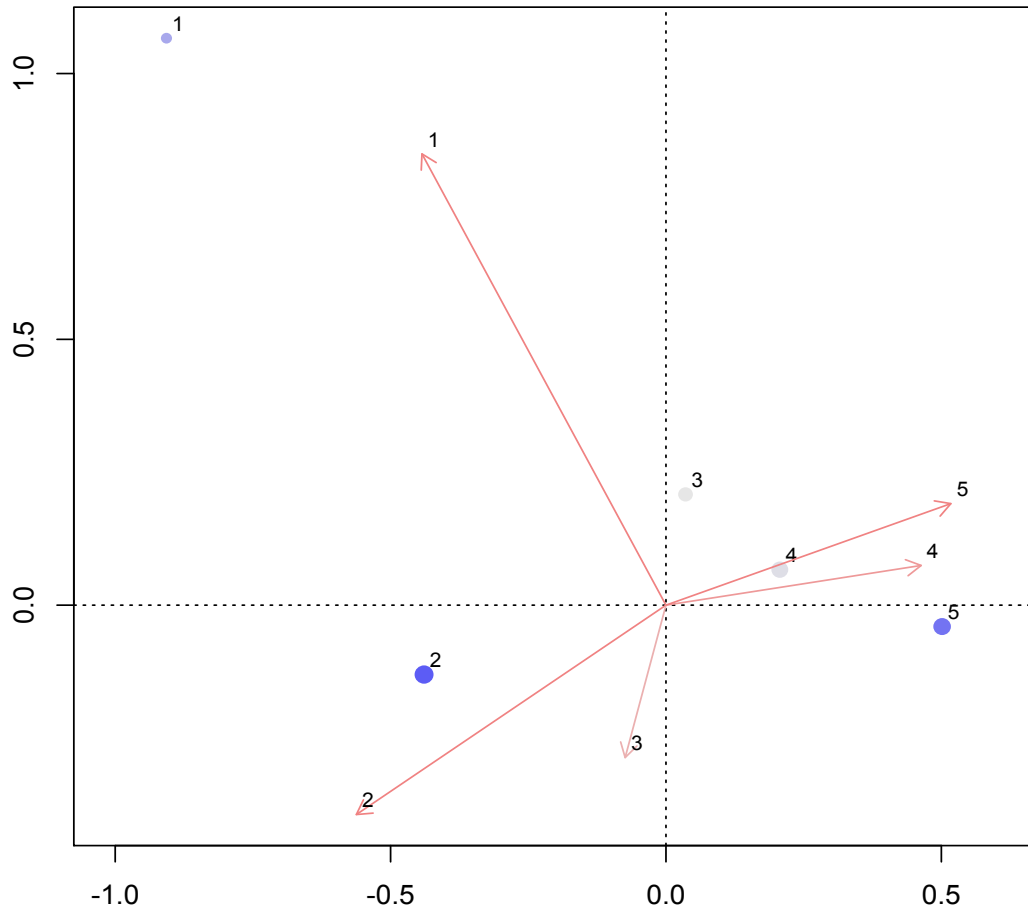


Advanced Analysis of Closed-Ended Questions

Correspondence Analysis: CORRESPO

[Diversity and/or equity] versus [PublicCommunityEngagement]

- ▶ How well do these terms classify your work/contribution to the campus? 1=None of my work, 2=Some of my work, 3=Half of my work, 4=Most of my work, 5=All of my work



Advanced Analysis of Closed-Ended Questions

Correspondence Analysis: CORRESPO

[Diversity and/or equity] versus [PublicCommunityEngagement]

- ▶ How well do these terms classify your work/contribution to the campus? 1=None of my work, 2=Some of my work, 3=Half of my work, 4=Most of my work, 5=All of my work

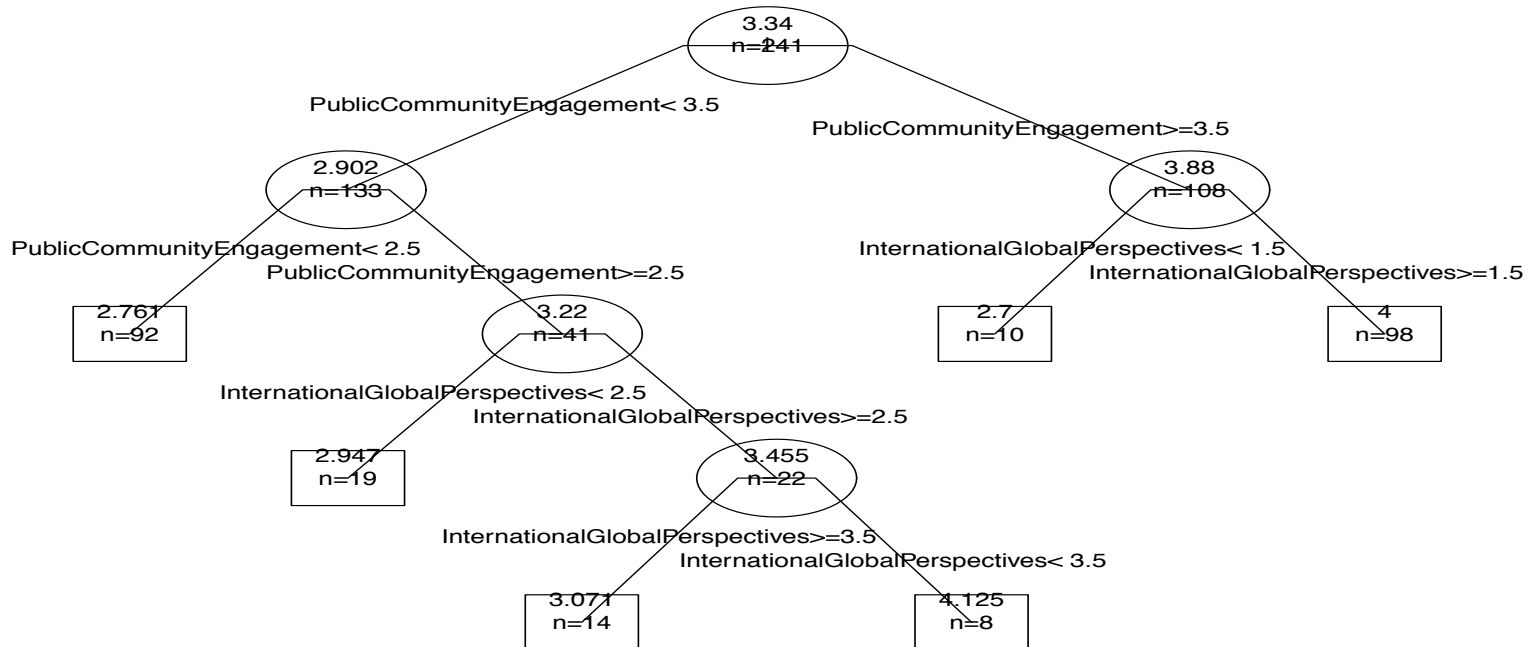
- ▶ **INTERPRETATION:** *Note the much stronger association between Diversity and/or Equity versus Public Community Engagement, compared to Diversity and/or equity versus International and/or global perspectives.*

Advanced Analysis of Closed-Ended Questions

Classification & Regression Tree

- ▶ How well do these terms classify your work/contribution to the campus? 1=None of my work, 2=Some of my work, 3=Half of my work, 4=Most of my work, 5=All of my work

Classification Tree for DiversityEquity as Response



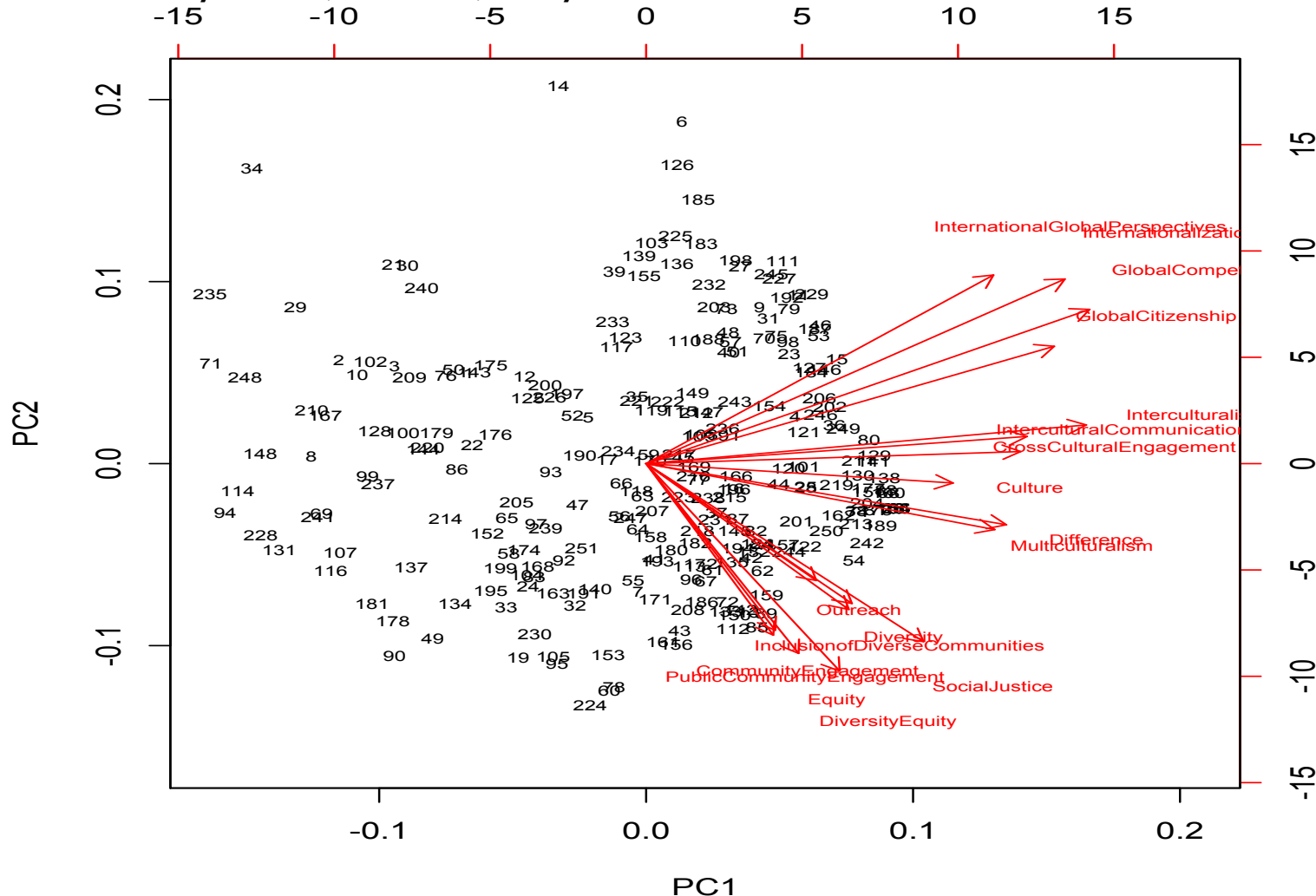
Advanced Analysis of Closed-Ended Questions (PCA)

- ▶ **How relevant are each of these terms in relation to your work? 1=irrelevant, 2=of little relevance, 3=moderately relevant, 4=relevant, 5=very relevant**

- ▶ **INTERPRETATION: Note the 5 distinct groups.**
- ▶ **Group 1.** *Global Citizenship, Global Competence, Internationalization*
- ▶ **Group 2.** *Intercultural Communication, Interculturalism, Cross Cultural Engagement*
- ▶ **Group 3.** *Multiculturalism, Difference, Culture*
- ▶ **Group 4.** *Diversity, Outreach, Inclusion of Diverse Communities, Social Justice*
- ▶ **Group 5.** *Equity, Community Engagement*

Advanced Analysis of Closed-Ended Questions (PCA)

- ▶ **Q1. How well do these terms classify your work/contribution to the campus? 1=None of my work, 2=Some of my work, 3=Half of my work, 4=Most of my work, 5=All of my work**
- ▶ **Q3. How relevant are each of these terms in relation to your work? 1=irrelevant, 2=of little relevance, 3=moderately relevant, 4=relevant, 5=very relevant**



Advanced Analysis of Closed-Ended Questions (PCA)

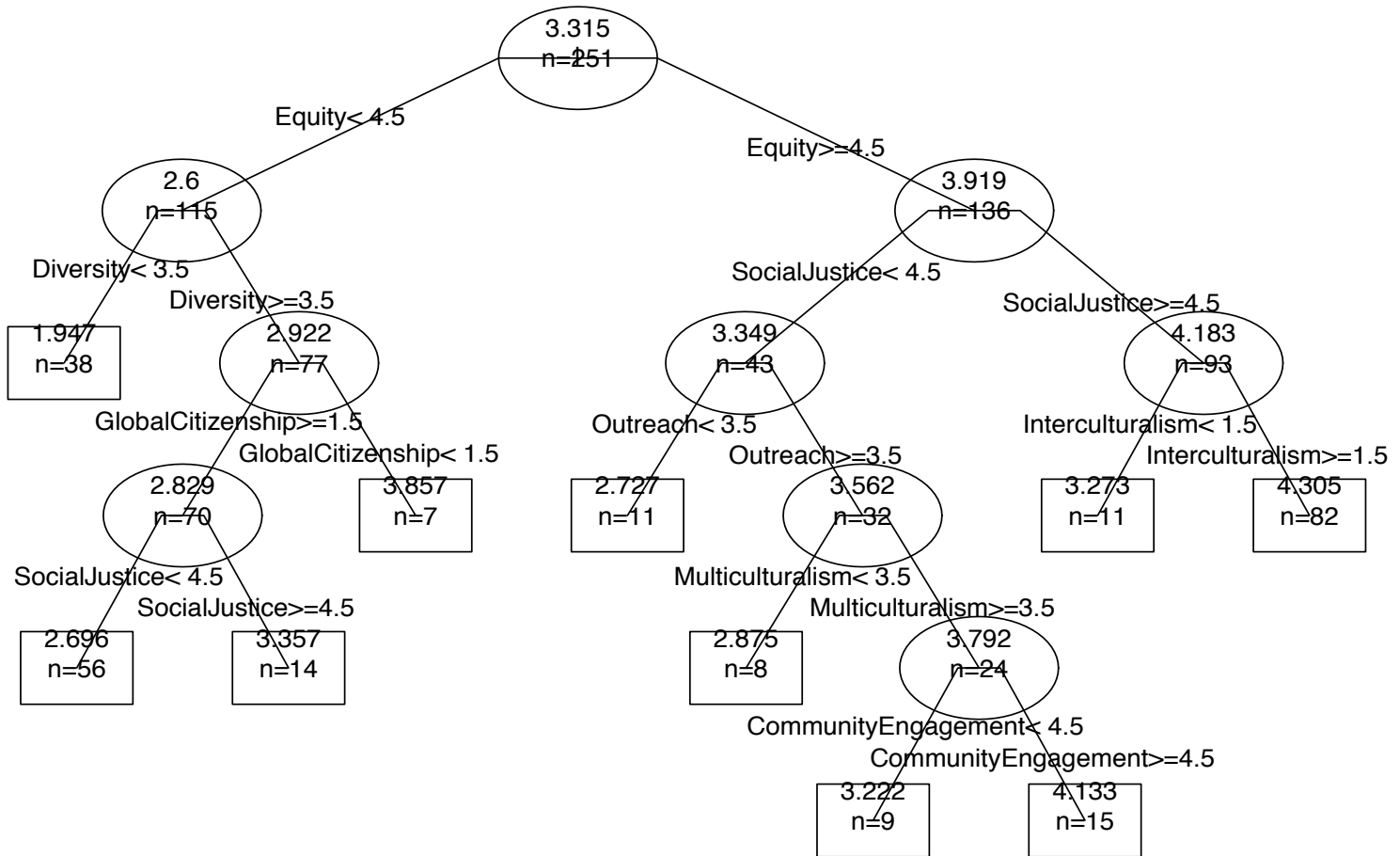
- ▶ **Q1. How well do these terms classify your work/contribution to the campus? 1=None of my work, 2=Some of my work, 3=Half of my work, 4=Most of my work, 5=All of my work**
- ▶ **Q3. How relevant are each of these terms in relation to your work? 1=irrelevant, 2=of little relevance, 3=moderately relevant, 4=relevant, 5=very relevant**

- ▶ ***INTERPRETATION: Note the 5 distinct groups.***
- ▶ ***Group 1. Global Citizenship, Global Competence, Internationalization (Goes with International Global Perspective)***
- ▶ ***Group 2. Intercultural Communication, Interculturalism, Cross Cultural Engagement (Goes with International Global Perspective)***
- ▶ ***Group 3. Multiculturalism, Difference, Culture (Goes in between all)***
- ▶ ***Group 4. Diversity, Outreach, Inclusion of Diverse Communities, Social Justice (Goes with Public Community Engagement, and Diversity Equity)***
- ▶ ***Group 5. Equity, Community Engagement (Goes with Public Community Engagement, and Diversity Equity)***

- ▶ ***Public Community Engagement and Diversity Equity are very close to each other***

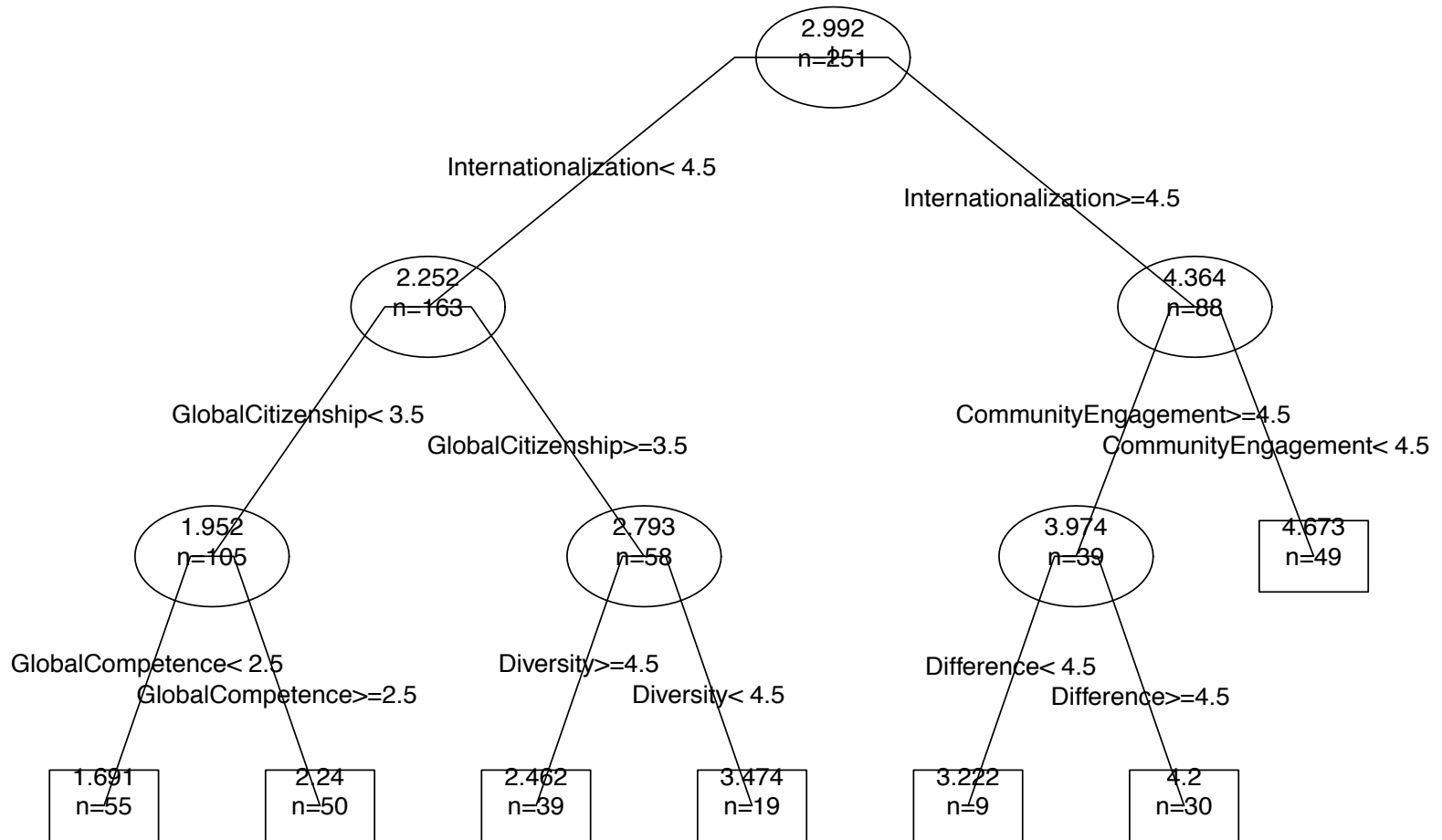
MODEL FOR DIVERSITY EQUITY

Regression Tree Diversity/Equity as Response



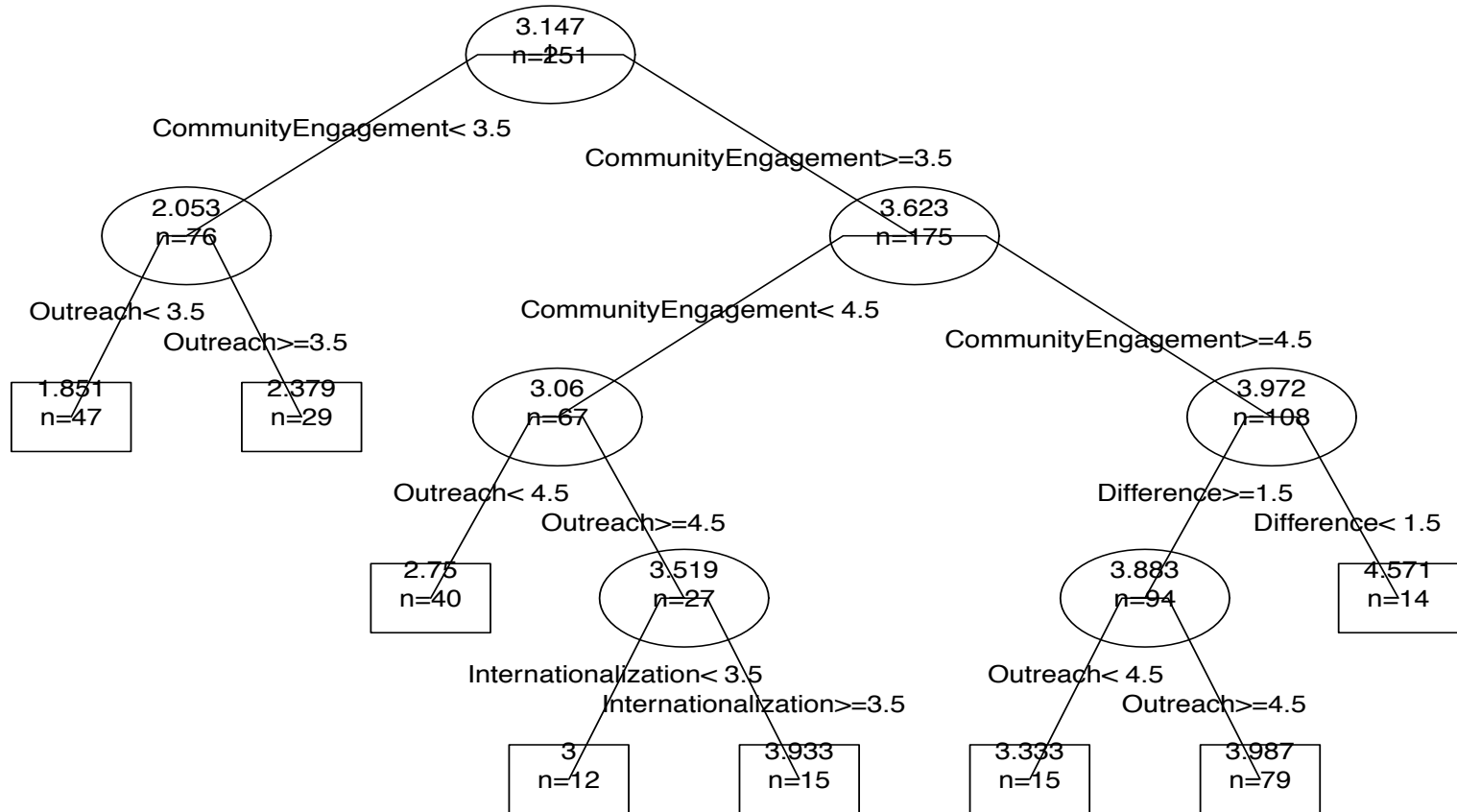
MODEL FOR INTERNATIONAL GLOBAL PERSPECTIVE

Regression Tree InternationalGlobalPerspectives as Response



MODEL FOR PUBLIC COMMUNITY ENGAGEMENT

Regression Tree Public Community Engagement as Response



APPENDIX B

INSTITUTIONAL BENCHMARKING TEMPLATE

INSTITUTIONAL BENCHMARKING

PUBLIC OUTREACH PAGE

Name of Office:

Mission Statement/ Statement of Purpose:

[copy and paste, or note "none"]

Events calendar available?

yes ___ no ___

If yes, list sample events:

Classes, workshops, or training offered?

yes ___ no ___

If yes, list samples:

Comments:

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

APPENDIX C

INSTITUTIONAL BENCHMARKING REPORTS

INSTITUTIONAL BENCHMARKING

TABLE OF CONTENTS

School	Page number
Augsburg College	102
Bemidji State University	104
Carleton College	106
College of St. Benedict	109
College of St. Scholastica	111
Concordia College (Moorhead)	113
Dakota State University (SD)	115
Delaware Valley College (PA)	117
Evergreen State College	119
Gustavus Adolphus College	121
Hamline University	124
Indiana University	126
Luther College	129
Macalester College	132
Michigan State University	135
Minnesota State University - Mankato	137
Minnesota State University - Moorhead	139
North Dakota State University	141
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Randolph College	160
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Comments:

INTERNATIONAL PAGE

Name of Office: **Office of International Programs**

Mission Statement/ Statement of Purpose:

Augsburg College has a comprehensive Office of International Programs (OIP) that guides and supports the international activities at the college.

Events calendar available? yes ___ no x

If yes, list sample events:

Classes, workshops, or training offered? yes ___ no x

If yes, list samples:

Comments:

PUBLIC OUTREACH PAGE

Name of Office: **Center for Democracy and Citizenship**

Mission Statement/ Statement of Purpose:

The Center for Democracy and Citizenship collaborates with a variety of partners to promote active citizenship and public work by people of all ages. The center's work is grounded in the belief that a healthy democracy requires everyone's participation, and that each of us has something to contribute.

Events calendar available? yes ___ no x

If yes, list sample events:

Classes, workshops, or training offered? yes ___ no x

If yes, list samples:

Comments:

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Augsburg has one calendar for all their offices or departments. Everything from "Ally Training for GLBTA" to "Writing a Winning Resume" is on that calendar.

Comments: The International Program Center deals with International Students and Study Abroad.

PUBLIC OUTREACH PAGE

Name of Office: **N/A**

Mission Statement/ Statement of Purpose:

[copy and paste, or note "none"]

Events calendar available?

yes ___ no ___

If yes, list sample events:

Classes, workshops, or training offered?

yes ___ no ___

If yes, list samples:

Comments:

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Not a lot of diversity represented in photos on prospective student page, but do mention students from 18 countries.

On Students page links for Intercultural Resources, International Student Resources and LGBT Resources (have a Queers and Allies House; Women's Awareness House)

Most pages are very text based, so there's not a lot of diversity represented in pictures, but the programs they offer are really interesting when you find them.

INSTITUTIONAL BENCHMARKING

Name of Institution: College of St. Scholastica
 URL: <http://www.css.edu/>

HOME PAGE

Analysis of Visual Elements

Diversity of individuals represented in photos? yes x no
 Pictures of international locations? yes no x
 Alt tags for visual elements included in source code? yes x no
 Comments:

Analysis of Content

EEO statement included? yes no x
 Key terms included on home page:
 Key terms included in menu headings? yes no x
 If yes, list terms:
 Key terms included in menu subheadings/dropdown menus? yes no x
 If yes, list term and major heading under which it falls:
 Comments:

DIVERSITY PAGE

Name of Office: **Office of Institutional Diversity**

Mission Statement/ Statement of Purpose:

The Office of Institutional Diversity offers students from all walks of life an opportunity to welcome and feel welcomed. Services encompass academic and personal advocacy, leadership opportunities, training, awareness and fun.

Events calendar available? yes x no
 If yes, list sample events: Asian Lunch; Movie Night; International Dinner and Show;
 African Heritage Festival

Classes, workshops, or training offered? yes x no
 If yes, list samples: Fostering the Roots of Cross-Racial Competence

Comments: Office is also known as Intercultural Services and Diversity.

INTERNATIONAL PAGE

Name of Office: **Office of International Programs**

Mission Statement/ Statement of Purpose:

The Office of International Programs (OIP) assists international and American students in a variety of ways related to the international dimensions of their education. The OIP is comprised of International Student Services and Study Abroad and serves as the central office on campus for matters concerning internationalization.

Events calendar available? yes no x
 If yes, list sample events:

INSTITUTIONAL BENCHMARKING

Name of Institution: Concordia College (Moorhead)
URL: <http://www.cord.edu/>

HOME PAGE

Analysis of Visual Elements

Diversity of individuals represented in photos? yes ___ no X
Pictures of international locations? yes ___ no X
Alt tags for visual elements included in source code? yes X no ___
Comments:

Analysis of Content

EEO statement included? yes ___ no X
Key terms included on home page:

Key terms included in menu headings? yes ___ no X
 If yes, list terms: Tab for language village (not sure if this counts, though)
Key terms included in menu subheadings/dropdown menus? yes X no ___
 If yes, list term and major heading under which it falls:

Comments:
Lots of whiteness

DIVERSITY PAGE

Name of Office: Office of
Intercultural Affairs

Mission Statement/ Statement of Purpose:

“Home for international students” and “all students, creating a cultural environment on campus by integrating diversity into the educational, spiritual, academic, cultural and social life of the college”

Events calendar available? yes ___ no X

 If yes, list sample events:

Classes, workshops, or training offered? yes ___ no X

 If yes, list samples:

Comments:

Safe Space initiative

King Intercultural Center (home to many multi-cultural student orgs)

INTERNATIONAL PAGE

Name of Office: See above

Mission Statement/ Statement of Purpose:

[copy and paste, or note “none”]

Events calendar available? yes ___ no ___

If yes, list sample events:
Classes, workshops, or training offered? yes ___ no ___
If yes, list samples:
Comments:

PUBLIC OUTREACH PAGE

Name of Office: None
Mission Statement/ Statement of Purpose:
None
Events calendar available? yes ___ no X
If yes, list sample events:
Classes, workshops, or training offered? yes ___ no X
If yes, list samples:
Comments:
Run through the office of student affairs and the student government’s Campus Service Commission.

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Link for spiritual life with information about students who aren’t Lutheran.
("Students of all faiths, or with no religious beliefs, are welcome at Concordia.")

Focus on leadership including a track that focuses on global perspectives (not listed as a class, though; found it by clicking around)

INTERNATIONAL PAGE

Name of Office: International Programs Office

Mission Statement/ Statement of Purpose:

“goal is to advise and empower students as they work to achieve their goals that brought them to Dakota State University. Whether it’s finding the right opportunity abroad, a compatible conversation partner, or a family to host a student, the IPO is here to help make the transition for your DSU experience positive.”

Events calendar available? yes no

Classes, workshops, or training offered? yes no

Unknown; “Programs/Activities” page led to blank page.

Comments: This site is included in home page navigation. Very easy to navigate to, and includes resources for both current and prospective students on admissions, advising, and study abroad opportunities.

PUBLIC OUTREACH PAGE

Name of Office: Outreach Services

Mission Statement/ Statement of Purpose:

None specified

Events calendar available? yes no

Classes, workshops, or training offered? yes no

Comments: Opportunities for student employment and internships. Outreach to companies, educational institutions, and government entities, most notably the K-12 Data Center and Center for Advancement of Health Information Technology.

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Dakota Friends partnership helps ESL students practice English, MCOM 318 Intercultural Communication as fulfilling Globalization/Global Issues requirement, which includes courses such as Western Civilization, Intro to Spanish, Film Appreciation, Music Appreciation, Microeconomics, History of World Art. Search on “race” yielded mostly sports stories. Faculty/staff orientation includes mandatory sessions on gender issues and harassment. HR site has Policies Related to Harassment and Discrimination Awareness and Reporting; page includes a pdf of Terminology & Resources for Gender and Sexual Orientation. Religious resources for all major religions and beliefs including Native American, Shinto, and Wicca. Disability Services has good resources on high school v. college requirements, ADA 504 v IDEA, documentation requirements; advisor himself is visually impaired. Minority scholarships available.

INTERNATIONAL PAGE

Name of Office: International Programs and Services

Mission Statement/ Statement of Purpose:

“We provide Evergreen students with experiential learning abroad opportunities that are both affordable and respectful of the richness of other cultures and peoples. We also provide support to staff and faculty seeking to internationalize curricular offerings.”

Events calendar available? yes ___ no x

Does include a Dates and Deadlines page.

Classes, workshops, or training offered? yes x no ___

Workshop for international students on US taxes; Study Abroad workshops

Comments: Extensive information for students who want to travel and study abroad, but not much information to “internationalize curricular offerings.”

PUBLIC OUTREACH PAGE

Name of Office: Center for Community-based Learning and Action

Mission Statement/ Statement of Purpose:

“...supports the partnership of academic programs, students, and faculty, with community organizations. We aim to meet mutually agreed upon community needs to strengthen and enhance student learning through critical engagement.”

Events calendar available? yes ___ no x

Classes, workshops, or training offered? yes ___ no x

Comments: Outreach includes tutoring, work with incarcerated youth, and Students in Service, an AmeriCorps program. Site includes Work Study information.

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Have an Affirmative Action Plan linked right to their Employment page. Native American cultural preservation is a strong theme. “Cultural Landscapes” blog. "House of Welcome" Longhouse Education and Cultural Center public service center. Lots of arts activities around culture. Intercultural communication part of several master’s programs. 2001 held retreat on culture and communication. 1-2 page description of multicultural experience and how it relates to teaching required as part of faculty application. Multicultural counseling degree option in psychology. President’s Diversity Fund to fund diversity activities. Under K12 development and outreach, there is a Diversity Workshop series, but no information about specific topics is given. Diversity Series link is broken (404 error). Public Administration program offers course “Diversity in the Workplace: Understanding Cultural Competence.” Many courses offered relating to race. Has offered program on Gender and Culture. GLBT resources available, but not much of a presence in search terms. Clear resources for ADA accommodations, but nothing about abled/disabled culture. Mention of politics is mostly in political science degree information or news feed.

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Keyword search turns up a number of hits, mostly articles, links to offices and/or courses.

INTERNATIONAL PAGE

Name of Office: International & Off-campus Programs

Mission Statement/ Statement of Purpose:

None stated

Events calendar available? yes x no

Facebook feed on side of page. Sample events: International Dance event; Local excursion for international students; Coffee and tea sampling with discussion about travel/study/work abroad by several Hamline organizations

Classes, workshops, or training offered? yes no x

Not specifically on intercultural interaction. Lots of opportunities for students from different countries to mix socially.

Comments: Office covers Study Abroad program, International Student admissions and support, support and resources for International Scholars and Researchers, and student organizations. Well-organized site with good resources.

PUBLIC OUTREACH PAGE

Name of Office: Civic Engagement & Service Learning (part of Wesley Center for Spirituality, Service & Social Justice)

Mission Statement/ Statement of Purpose:

“... provides information, programs, and resources to encourage and empower Hamline University faculty, staff, and students to actively connect the Hamline experience with the issues and realities of our larger local and global communities.”

Events calendar available? yes no x

Classes, workshops, or training offered? yes x no

CityServe – “annual orientation program that provides the opportunity for first-year students to volunteer with their First Year Seminar course.” No other training offered.

Comments: Resources page aimed at providing resources for faculty to include civic engagement in the curriculum is essentially empty. Grad assistantships offered in civic engagement. Good awards and honors program for students, faculty and organizations. Hamline offers a Public Service major in the Political Science department. The Center for Global Environmental Education offers several outreach programs and learning experiences (including a solstice river dance).

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Graduation requirement: cultural breadth – students must take three courses from at least two categories (1. Gender, race, age, class, minority ethnic identity, ability, sexual orientation, 2. International issues, 3. Language and culture studies, sign language, study abroad). Many intercultural communication courses offered. Wesley Center has resources and events on religion and spirituality. List of resources on GLBT issues and religion available. Hamline received 4 of 5 rating on LGBT-Friendly Campus Climate Index (CCI) National Assessment . Big social justice initiative examines many intercultural issues. Disability Services site very clear with information and resources.

INTERNATIONAL PAGE

Name of Office: **Office of International Affairs**

Mission Statement/ Statement of Purpose:

The OVPIA's mission is to serve all eight campuses of the university, provide leadership and advocacy for their international programs, projects, and activities, and coordinate the resources necessary to sustain their development and growth. Its services and programs offer many avenues that enable students, faculty, and staff to pursue their quest for international knowledge and experience.

To implement its mission, the office:

- Provides system wide support and immigration services for international students, faculty, and visiting scholars
- Develops and administers study abroad programs
- Increases the university's capacity to provide institution-building abroad through externally funded technical and development assistance projects
- Develops and administers system wide exchange programs for faculty and students
- Offers grant opportunities for research, collaboration, and travel by faculty and students
- Supports efforts to internationalize the faculty and curricula on all campuses
- Disseminates news and information on international scholarship and activities through the IU system
- Advises the president's office on official protocol for visits of international dignitaries to the university
- Facilitates the university's outreach activities to local, state, and regional schools and organizations that request information on international topics
- Works with the Indiana University Alumni Association and the IU Office of Admissions to encourage the recruitment of qualified international students

Events calendar available? yes X no

If yes, list sample events: International Faculty Exchange Panel Presentation, Former Child Soldier Presentation, Francophone Film Series

Classes, workshops, or training offered? yes no X

If yes, list samples:

Comments: Classes, workshops, and training is offered through academic curriculum programs – But there is a variety of programs that are offered for attendance, just not in the formal training environment on this page.

PUBLIC OUTREACH PAGE

Name of Office: **Office of Engagement**

Mission Statement/ Statement of Purpose:

Not a formalized mission statement. Listed under – Initiatives:

At Indiana University, we are passionate about finding practical ways to meet the needs of real people. So it seems only natural that we're investing in revolutionary technological and developmental initiatives. It's part of the commitment to excellence that sets IU apart.

Here you'll find information about some of our latest endeavors—everything from the new Cyberinfrastructure Building to health and human service programs that allow our students to zero in on relevant concerns that affect northwest Indiana. You'll find that our dedication to innovation is what makes us not only a valuable academic resource but also a key partner in collaboration and leading resesarch.

Events calendar available? yes no X

If yes, list sample events: It lists ongoing workshops, but it is from June 2011

Classes, workshops, or training offered? yes X no

If yes, list samples: Gives a listing of development resources, policy centers, and publications

Comments:

The webpage for engagement seems to be more technology and business based – holding a variety of educational seminars on business formation, venture capital, entrepreneurship, and other topics related to economic development.

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

- Each of the key word searches brought back relevant web pages within the first 5 listings for either a department on campus or a campus event that pertained to the matter at hand. Although the main web page made the University look like a predominantly white, affluent University; it seems that they have many programs that highlight diversity, public engagement, and international programs and activities on campus. The web pages that were then referenced all had contact information if I wanted more information, and even forums to read blogs or to post a question myself for submission.

INSTITUTIONAL BENCHMARKING

Name of Institution: Luther College, Decorah, IA
URL: http://www.luther.edu/

HOME PAGE

Analysis of Visual Elements

Diversity of individuals represented in photos? (6 white men, 1 white woman and one African-American man – subsequent pages have many more pictures of people from diverse backgrounds) yes no
Pictures of international locations? yes no
Alt tags for visual elements included in source code? yes no
Comments: There is no doubt that this is a Christian college.

Analysis of Content

EEO statement included? yes no
Key terms included on home page:
Key terms included in menu headings? yes no
 If yes, list terms:
Key terms included in menu subheadings/dropdown menus? yes no
 If yes, list term and major heading under which it falls:
Comments: Every link from their home page is a link to another page. There were no subheadings or dropdown menus.

Human Resources has a Nondiscrimination Statement: It's listed on their page under the submenu Policies. Issued 5/7/10. Revised 7/20/10. Approved by Board of Regents. Domestic Partner benefits have been in place since 1/30/06!? Includes: **The College does not discriminate in employment, educational programs, and activities on the basis of age, color, creed, disability, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, veteran status, or any other basis protected by federal or state law.**

Student Life has Discriminatory and Harassing Conduct Policies: Listed under the Dean of Students submenu of Student Handbook. Include same wording as above.

DIVERSITY PAGE

Name of Office: **Diversity Center**

Mission Statement/ Statement of Purpose:

The Center works to: Promote a greater appreciation and a deeper understanding of the diverse individuals and groups that make up our campus. Strengthen access to multicultural perspectives within the tradition of a liberal arts education. Advocate for policies that safeguard the inclusion and participation of all members of the community.

Events calendar available? yes no
If yes, list sample events: Ethnic Arts Display Tables, Silent Meditation in the Zen Tradition, Spirit of Uganda – performance, Food Feedback with Ali. They also have "Signature Events" that must be like annual events: Kwanzaa, Ethnic Arts Festival, Black History Conference, New Student Dinner, Graduation Reception, BTQ Upward Bound

Conference
 Classes, workshops, or training offered? yes X no ___
 If yes, list samples: Black History Conference was the only one I could find.
 Comments:

INTERNATIONAL PAGE

Name of Office: **Center for Global Learning**
 Mission Statement/ Statement of Purpose:
 Sort Of? And while on campus, all students find themselves learning to live a central element of the college’s mission—to move beyond immediate interests and present knowledge into a larger world.
 Events calendar available? yes X no ___
 If yes, list sample events: Application Deadline for Off-Campus Programs, J-Term 2013 Office Campus Programs Info Session, Passport Photo Session, J-Term 2013 Info Fair
 Classes, workshops, or training offered? yes ___ no X
 If yes, list samples:
 Comments: This page is for both study abroad and international students who come to Luther. 75% of students study office campus during their 4 years. Luther students say they: gain a better understanding of and respect for diversity; develop an appreciateion for their own culture; increase their analytical abilities and cross-cultural communication skills; examine their personal values; and develop greater self-confidence

PUBLIC OUTREACH PAGE

Name of Office: **NA**
 Mission Statement/ Statement of Purpose:
 [copy and paste, or note “none”]
 Events calendar available? yes ___ no ___
 If yes, list sample events:
 Classes, workshops, or training offered? yes ___ no ___
 If yes, list samples:
 Comments:

ENTIRE SITE

Observations from key term search (cultural (related to courses), culture (Diversity Center Signature Events, Health Center’s response to Culture Shock), intercultural (discussed with how classes are taught, but not defined anywhere and nothing connected to competency or competence), international (studies, diversity department and global

department), multicultural (1070 results - included in student profile breakdown see facts and figures. The Dean's Office includes multicultural initiatives in the Education Department Statement on Scholarship, but doesn't provide examples or define, but does with the multicultural learning which is when students visit "reservation schools"), diversity (1000 results - Diversity Center includes information for international students), race (results 39200 - mostly about running! Not until 3rd page in on list is there mention related to diversity and then it's tied to Black History and Human Resources statements), gender (classes, counseling services has "How to Help: transgender and gender identity - with links to the American Psychological Association - very positive), ~~ethnicity~~, nationality (see Diversity Center Mission), religion (1000 results - see other documentation about openness to religion. Central to the nature and mission on Luther as a college of the Lutheran church, they do NOT require student to attend services. The college's denominational identity is Lutheran, but many voices and experiences fit here. We encourage participation in this faith and learning community because we feel we have much to offer the world. A wide range of groups offer opportunities for service and learning in cooperation with College Ministries, including the Catholic Student Community (led in partnership with students by Father Phil Gibbs from St. Benedict's Catholic Church in Decorah), Fellowship of Christian Athletes, and the Muslim Student Association and Allies. We have a great relationship with a variety of churches and faith communities in Decorah, including the Rymongi Bhuddist Monastery in the outskirts of town, with whom we partner to offer bi-weekly Buddhist meditation sessions on campus.), sexual orientation (149 results - Counseling Service: Sexual Identity and Sexual Orientation, Human Resources: Nondiscrimination Statement) , socio-economic status (part of Diversity Center Mission), ~~ability~~, disability (student academic support center: Disability Services for students - doesn't look like there is anything for staff/faculty?), religious (see religion), ~~political, politics~~, student ratio (referenced as Student Body Profile: Geographic Distribution - 805 students 32% Iowa, 916 students 36% MN, 319 students 13% WI, 143 students 6% IL, From 38 other states 209 students 8%, International including 46 countries 127 students 5%. Multicultural Student Profile: American Multicultural 7% or 172 students = African-American 37, American Indian 2, Asian-American 57, Hispanic 58, Multiracial 18. Religious Affiliation: Lutheran 1, 144 (45%), Other Christian 896 (36%)- Catholic 367, Methodist 134, Presbyterian 68, Congregational 24, Baptist 40, Episcopal 17, Other 232. Other Religious Affiliations: 21 (1%) - Hindu 3, Buddhist 5, Jewish 4, Moslem 3, Other 6. Gender Breakdown Male 1,070 (42%), Female 1,449 (58%), faculty ratio (178 full-time faculty; 90% with terminal degree; student:faculty ratio 12:1), ~~recruit, recruitment~~ (human resources policies - nothing related to diversity), minority (referenced with ethnic and US. Also connected to Human Resources interview questions, what you can and can't ask as well as enhancements in the faculty guidelines for diversity in Employment and identifying organizations committed to increasing minority presence), facts and figures - Approximately 2,500 men and women; 35% from Iowa, 88% from Iowa-Illinois-Minnesota-Wisconsin; remainder from 34 other states and more than 50 foreign countries)

Additional Key Terms: Campus Climate (related to campus climate survey through the Diversity Center), ~~Class~~, ~~Climate~~, Domestic Partner (they have benefits!), ~~Equity~~-(nothing related to diversity - sports, accounting courses, and financial aid), Global (Center for Global Learning), Inclusion (counseling Service: Sexuality PRIDE, People of Rights, Inclusion, and Diversity of Expression is Luther's GLBTAQ student-run organization - nothing systemically run), ~~Social Justice~~

at Mac. Lavender Reception – LGBTQ students learn about resources and support networks on and off campus. Lavender Graduation – for graduating LGBTQ seniors. Rites of Passage – annual graduation celebration honoring graduating US students of color
Classes, workshops, or training offered? yes X no ___

If yes, list samples:
Comments: They also have a “Guiding Principle” statement and goals list.

INTERNATIONAL PAGE

Name of Office: **Macalester International Organization**

Mission Statement/ Statement of Purpose:

Aims to represent the diverse Macalester international student body and bridge the gap between international and American students and to encourage their participation in campus wide programs, activities and issues. The organization also increases awareness of international focused issues in and around Macalester via programs and activities, which promote the sharing of diverse perspectives, both domestic and international.

Events calendar available? yes X no ___

If yes, list sample events: Does have events posted on the main college site. They held a stoplight dance party. Green if you’re single/go, yellow/orange if it is complicated/you are careful, red if you are taken/no go. Doesn’t look very active, this was the only event listed.

Classes, workshops, or training offered? yes X no ___

If yes, list samples: See comment below.

Comments: The particular student group doesn’t offer classes workshops or trainings, but Mac has an entire International Studies Department.

PUBLIC/CIVIC OUTREACH/ENGAGEMENT PAGE

Name of Office: **Civic Engagement Center**

Mission Statement/ Statement of Purpose:

The "esprit de corps" of the campus is engagement -- of ideas and action towards a more just and responsible world. More than 90 percent of our students participate in some form of community-based work before they graduate. We work in reciprocal partnership with community organizations in the Twin Cities to provide learning experiences that will also enrich the community.

Events calendar available? yes X no ___

If yes, list sample events: Make Your Mark on Markim – Sandwiches & Scholarship, Ethics in the Hospital: Decision-Making in the best interest of whom? Lecture, HIV Educator Training

Classes, workshops, or training offered? yes X no ___

If yes, list samples: HIV Educator Training

Comments:

ENTIRE SITE

Observations from key term search (cultural (5,970 results – cultural studies), culture (6,960 results – nothing related), intercultural (seminars, but nothing stands out on its own related to diversity), international (studies and academic courses – see international student programs), multicultural (1,830 results – all about their diversity department – see info above or articles to read), diversity (courses, cultural diversity in Nepal, Bush Faculty Development Grant on Race and Diversity, articles, linguistic diversity map, Diversity requirement subgroup – a two part diversity requirement recognizing the conceptual interconnectedness of internationalism and multiculturalism, bio diversity 3 pages in we get to celebrate religious diversity, diversity weekend college event), race (articles, courses associated with diversity, multicultural feminism, and Americanism, featured speaker from March, Bush Grant on Race and Diversity), gender (have all gender bathrooms, listing of all the single stall or all gender bathrooms on campus through the Multicultural Life site, women’s gender and sexuality studies department, Gender and Sexuality Resource Center through Multicultural Life, articles), ethnicity (1,250 results – articles, classes, information about other countries), nationality (mostly articles, but one link to the Admissions & Financial Aid office – 52 words to Describe Macalester: 15. Expansive. Although this word does not describe the college campus, I think it is an apt word for what our minds do here. You aren't just around smart people here; you are around people who are vastly different from you. The experience of talking to and learning from people who have lived lives so incredibly different from yours is what sets this school apart from most others. Nearly every day on this campus I have been able to meet somebody of a different race, class, nationality, gender, sexuality, religion or hometown community. My mind has expanded from these interactions. —Orna Karlin, junior (Portland, Ore.), religion (classes offered & articles), sexual orientation (LGBT individuals and sexual assault is the first thing that comes up!!, articles, Harassment Policy Statement – it’s own document, not connected to any department), ~~socio-economic status~~, ~~ability~~, disability (services through Student Affairs, links to the Americans with Disabilities Act, emergency preparedness for disabled students...didn’t really see anything for staff or faculty), religious (Center for Religious and Spiritual Life – links to their webpage, multifaith council), political (articles, classes in political science, also the Political Activity policy in the Student Handbook), ~~politics~~, **student ratio, faculty ratio (they had these concepts, but didn’t use these words)**, ~~recruit, recruitment, minority~~, facts and figures - **OUR STUDENTS** - Student body: 1,978 from 50 U.S. states and 90 countries, 19% of students are citizens of another country, 31% of U.S. student body are students of color, 60% of students study abroad, 50% volunteer each semester — 94% are active volunteers in the Twin Cities urban community while at Macalester, **OUR FACULTY** - 170 full-time faculty members, 17% international or U.S. faculty of color)

Additional Key Terms: ~~Campus Climate, Class, Climate~~, Global (global citizenship defined), Equity (more globalized considerations re: women around the world, AIDS treatments around the world – nothing related directly to equal pay for equal work in the US), Inclusion (articles, PDF for NEO, Universal design, Department of Multicultural Life), Social Justice (articles, new releases, Multicultural Life)

INTERNATIONAL PAGE

Name of Office: International Studies and Programs

Mission Statement/ Statement of Purpose:

“...connect to academic programs and centers, worldwide partnerships, nationally recognized study abroad opportunities, services for international students and a range of international events, activities and resources that help make MSU a vibrant and diverse intellectual community.”

Events calendar available? yes no

RSS feed on page lists events; samples include Brazil Alumni Event, Hindi Urdu Chai and Chat, Greek Turkish Night, Malaysian Food Fest, Annual Globie Awards

Classes, workshops, or training offered? yes no

No specific workshops or training, but there are plenty of centers (e.g., Gender in Global Context, Center for Advanced Study of International Development) that provide activities and research

Comments: The “Global” section of MSU also includes resources such as International Student & Scholar Services, International Research, International Admissions, International Development, Internationalizing the Student Experience. Quite a range and depth of resources.

PUBLIC OUTREACH PAGE

Name of Office: University Outreach & Engagement

Mission Statement/ Statement of Purpose:

“Connecting Knowledge to Serve Society”

Events calendar available? yes no

Classes, workshops, or training offered? yes no

Engaged Scholars Speaker Series, Emerging Engagement Scholars Workshop, Graduate Certification in Community Engagement

Comments: Site is very dense with information and activities. Page of initiatives lists several databases where students can look for opportunities. Lengthy list of organizations partnered with MSU to improve local economy. List of research and funding opportunities for faculty and staff. Online library of documents on outreach and engagement and fact sheets. Two separate pages explain how MSU *defines* their approach to outreach and how it has been applied *in practice*.

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Keywords turn up few results, most are links to offices referenced above. MSU has a Multicultural Business Program that improves “the recruitment, retention, and graduation rate of multicultural students by providing opportunities for them to develop full academic and career potentials.” Search on ethnicity provided many more results, mostly papers (including face identification studies) and courses. Many discussion forums on sexual orientation from History of Sexuality course. Resource Center for Persons with Disabilities has a site with extensive resources for current and future students, parents, faculty and staff, and alumni. An Awareness & Training page within the site has great resources for etiquette and tips for interacting with persons with disabilities; however, all of the links to the tip sheets are broken. Information is very detailed for those who require services as well as non-disabled persons who wish to learn more or become involved.

Overall, excellent resources in all three targeted areas. Particularly impressive is the prominence of Global and Engagement areas on the home page of the University. While the Office for Inclusion and Intercultural Initiatives' reach is extensive, it's surprising to find little mention of it on the home page.

○ **INTERNATIONAL PAGE**

Name of Office: **Kearny International Center**

Mission Statement/ Statement of Purpose:

[copy and paste, or note "none"]

Events calendar available? yes ___ no x

If yes, list sample events:

Classes, workshops, or training offered? yes ___ no x

If yes, list samples:

Comments: The Center is made up of two distinct services areas: International Student and Scholar Services (ISSS) and International Programs Office (IPO/Study Abroad).

PUBLIC OUTREACH PAGE

Name of Office: **N/A**

Mission Statement/ Statement of Purpose:

[copy and paste, or note "none"]

Events calendar available? yes ___ no ___

If yes, list sample events:

Classes, workshops, or training offered? yes ___ no ___

If yes, list samples:

Comments:

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Keyword search gives modest results in courses, programs of study, and student organizations.

They also list as other major headings besides Departments listed above, Diversity, Resources and Alumni

The page dedicated to the VP for Equity, Diversity and Global Outreach has a mission statement as well and could be considered another main diversity page?

The Division of Equity, Diversity, and Global Outreach serves the North Dakota State University campus, along with its alumni, community, and global neighbors. We value justice and unity. Through outreach and service, the division prepares global citizens by promoting acceptance, understanding, and respect for all cultures and fostering inclusive relationships.

All very impressive.

INTERNATIONAL PAGE

Name of Office: **Office of International Programs**

Mission Statement/ Statement of Purpose:

In accordance with the mission of NDSU, the Office of International Programs promotes the advancement of international understanding and education. The OIP facilitates the continued growth of the university as an engaged member of the global society through committed service to students, faculty, staff and community.

Events calendar available? yes X no

If yes, list sample events: They list the events right on the page: World View Speaker Series, International Week

Classes, workshops, or training offered? yes X no

If yes, list samples: Tax Information workshop

Comments:

PUBLIC OUTREACH PAGE

Name of Office: **NDSU Global Outreach**

Mission Statement/ Statement of Purpose:

Global Outreach at NDSU supports students, faculty and staff of diverse cultures and identities and coordinates global outreach programs including study abroad, faculty and scholar immigration, international student recruitment, orientation and international graduate studies. NDSU is committed to diversifying the institution by actively and strategically building relationships with fellow universities around the world. These relationships will build a foundation that provides students with opportunities on a global scale.

Events calendar available? yes X no

If yes, list sample events: There isn't a separate calendar, the upcoming events are listed on the page: NAFSA Webinar: Building Virtual Bridges for Cross-Cultural Learning

Classes, workshops, or training offered? yes no X

If yes, list samples:

Comments:

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, ~~religion~~, sexual orientation, socioeconomic status, ability, disability, ~~religious~~, ~~political~~, ~~politics~~, student ratio, ~~faculty ratio~~, recruit, recruitment (Recruitment and retention efforts that strive to create a diverse qualified workforce.), minority, facts and figures 14,000 students from 47 states and more than 80 countries)

Additional Key Terms: Age, Campus Climate, Class, Climate, Equity, Global, Inclusion, Social Justice Veteran Status

They really have it all in one dedicated area. Resources from the Diversity page include: American Indian Resources, Community Resources, Disability Resources, Employee Resources, International Resources, LGBTQ Resources, Sexual Assault Prevention, State and National Resources, Veterans Resource, Women's Resources.

They talk about a community of respect, have an equity and diversity advisory council, student ambassadors and equity and diversity liaisons. They also provide opportunities for grants and give out the "Diversity Impact Award"

Events calendar available? yes X no ___

If yes, list sample events: Asian American Pacific Islander Heritage Month 2012

Classes, workshops, or training offered? yes X no ___

If yes, list samples: <http://www.northwestern.edu/ahead/>

Comments: Northwestern has a Faculty Diversity Committee that is working towards increasing the number of women and members of underrepresented minority groups on the faculty and to suggest initiatives and mechanisms that might support this goal. This has been in effect since 2000. Also, Northwestern AHEAD is an initiative as follows:

Association for Higher Education Administrators' Development (AHEAD@NU) helps higher education administrators (from program assistants to vice-presidents) establish and fulfill their academic, career, personal and social objectives and help them meet the challenges they may encounter as they pursue those goals. AHEAD@NU serves its members through a wide range of services, including education on current trends in higher education, community building and networking, and a variety of professional development opportunities on topics such as:

- Career development
- Civic & community engagement
- Ethics & values
- Intrapersonal / interpersonal competence
- Leadership
- Multicultural / intercultural competence
- Responsible independence

INTERNATIONAL PAGE

Name of Office: **International Office**

Mission Statement/ Statement of Purpose:

Our goal is to help the international students, scholars, and Northwestern faculty and staff, navigate the many complexities associated with student- and employment-based visa classifications within the Northwestern community. We are committed to providing our clients with accurate information and the highest quality of service, taking into account institutional policies and ever-changing federal regulations.

Events calendar available? yes X no ___

If yes, list sample events: Tuesday Coffee Hour Int'l Spouse/Family, Community Council for International Students,

Classes, workshops, or training offered? yes X no ___

If yes, list samples: Global Business Strategies Seminar, Exchange Program

Comments:

Most of the global studies programs are centered towards incoming students from other countries, students doing study abroad classes, and specific majors that have global studies (Health, Leaderships, etc). There are many workshops and classes offered, but most are tailored towards students.

PUBLIC OUTREACH PAGE

Name of Office: **Center for Civic Engagement**
<http://www.engage.northwestern.edu/>

Mission Statement/ Statement of Purpose:

Northwestern University's Center for Civic Engagement promotes a lifelong commitment to active citizenship and social responsibility among all students. Through an integration of academics with meaningful volunteer service, research and community partnerships, the Center supports students, faculty, staff and alumni as they enhance their own academic experiences while contributing to stronger communities and a more engaged university.

The Center for Civic Engagement utilizes a variety of strategies to meet this mission, building in part on the successful programs that are already underway in various halls of the institution. The Center for Civic Engagement:

Comments: There are many diversity web pages.

Additional Diversity Pages:

- Kirwan Institute for the study of race and ethnicity
- Multicultural Center
- Diversity Plan Initiative

INTERNATIONAL PAGE

Name of Office: **International Affairs**

Mission Statement/ Statement of Purpose:

- engages Ohio State's students and faculty in educational and research experiences internationally;
- facilitates the integration of international students and scholars into Ohio State's world of knowledge;
- fosters excellence in the study of languages, the history of arts and cultures and their societies, and international security; and
- provides information and access to Ohio State's academic expertise for the benefit of communities the world over.

Events calendar available? yes X no ___

If yes, list sample events: The Culture of Water Pollution Control in rural China, Fulbright Student Photo Exhibit, Fulbright week at Ohio State, Fulbright Information session

Classes, workshops, or training offered? yes X no ___

If yes, list samples: Ohio Teachers' Professional Development Abroad, Summer Institute for Ohio Teachers in Tel Aviv, Israel, Educator Workshops – Ohio Global Institute Summer, Spotlight on Global Democracies

Comments: They also have a vision statement: The Ohio State community relies on the unique international expertise of the Office of International Affairs to provide it with information and access to premier opportunities in a global setting.

PUBLIC OUTREACH PAGE

Name of Office: **Office of University Outreach & Engagement**

Mission Statement/ Statement of Purpose:

(Not stated, but assumed) Mutually beneficial partnerships and collaborations are central to both the definition of outreach and engagement and how the Office of Outreach and Engagement does its work. We exist to work in collaboration with faculty, staff, students, and units to enrich Ohio State's partnerships with the community and to embed outreach and engagement into colleges and departments.

Events calendar available? yes X no ___

If yes, list sample events: lectures, conferences

Classes, workshops, or training offered? yes X no ___

If yes, list samples: Outreach & engagement workshop, Outreach & grants workshop

Comments: Events offered are limited and seems more like annual events rather than regular weekly or monthly events.
<http://outreach.osu.edu/>

ENTIRE SITE

Observations from key term search (cultural, culture (64,100 results - a lot on cultural and culture – articles, OSU Office of Diversity and Inclusion), intercultural (leadership series, Intercultural Definition (from a page of diverse term definitions) – Term describing intergroup relations across cultural, social and personal identities. The term also refers to global citizenship in that multiple cultural, social and personal identities co-exist in most communities across the globe., they have pages with intercultural competence in them, but no definition that I could find.), international (International Affairs Office, International Students & Scholars, International studies), multicultural (46,500 results – expansive, they have a Multicultural Center through the office of student life, they offer definitions, events – Power in the Boardroom: Women Versus Men), diversity (Diversity Action Plan – renewing the covenant: Diversity Objectives and Strategies), race (mostly articles), gender (Gender & Sexuality Studies), ethnicity (mostly classes), nationality (Office of International Affairs), religion (Center for the Study of Religion c. 2007, activities, classes), sexual orientation (classes, discussions, articles, legal actions, LGBTQ), socioeconomic status (2,470 results - socioeconomic bias, articles), ability (nothing related to diversity), disability (Office for Disability Services – student focused, Disability Studies Program), religious (see religion), ~~political~~ (political science), ~~politics~~, student ratio, faculty ratio, recruit, recruitment, minority (articles & scholarships – that’s about it), facts and figures – Total 64, 429, Domestic out of state students 1,129 (16.4%), International students 377 (7.3%), Students of color 1,213 (17.6%), Male/Female ratio 50:50, African American/Black: 6.5%, Asian: 4.8%, Hispanic/Latino: 3.5%, Native American/Alaskan Native: less than 1%, Native Hawaiian/Pacific Islander: less than 1%, White: 76.7%, Two or more races: 3%, Nonresident alien: 3.9%, Unknown 1%, Undergraduate student/faculty ratio: 19:1)

Additional Key Terms: Campus Climate (study last done 2008), ~~Class~~, Climate, Equity (Office of Equity and Diversity), Global (global perspectives, global strategies), Inclusion, Social Justice (7,890 results – social justice cohort – made up of students)

INTERNATIONAL PAGE

Name of Office: University
Office of Global Programs

Mission Statement/ Statement of Purpose:

<http://www.global.psu.edu/about/>

Events calendar available? yes ___ no ___

If yes, list sample events:

Classes, workshops, or training offered? yes ___ no ___

If yes, list samples:

Comments:

Global Penn State is anchored on two principles: global citizenship and global leadership.
(Very helpful page with links to lots and lots of stuff that I didn't have time to explore.)

PUBLIC OUTREACH PAGE

Name of Office: Outreach

Mission Statement/ Statement of Purpose:

Penn State Outreach helps mobilize the incredible educational resources at Penn State to address current social, cultural, and economic issues facing Pennsylvania, the nation, and the world.

Events calendar available? yes ___ no ___

If yes, list sample events:

Classes, workshops, or training offered? yes ___ no ___

If yes, list samples:

Comments:

Complex site devoted to outreach (locally and globally); Have own publication devoted to outreach ([http://www.outreach.psu.edu/files/Outreach Magazine Sp2011.pdf](http://www.outreach.psu.edu/files/Outreach_Magazine_Sp2011.pdf))

Strategic plan: <http://www.outreach.psu.edu/files/OS-2008-13.pdf>

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

President's Equity Commissions (LGBT, Racial/Ethnic Diversity, Women)

This is a great site that I think we could learn a lot from, and a good comparison because of the size and multitude of campuses.

PUBLIC OUTREACH PAGE

Name of Office: Office of Engagement

Mission Statement/ Statement of Purpose:

None given; brief letter from the Associate VP for Engagement

Events calendar available? yes ___ no X

If yes, list sample events:

Classes, workshops, or training offered? yes ___ no X

If yes, list samples:

Comments:

Oversee a number of other offices: Economic Development, P-12 Education Engagement, Community Engagement and Service Learning, Lifelong Learning, Scholarship of Engagemen

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Disability Resource Center (hard to find unless you search for it);

In general, the site is designed around academics and some traditional issues for students, but finding diversity/inclusion stuff is quite difficult.

INSTITUTIONAL BENCHMARKING

Name of Institution: Ramapo College of New Jersey, Mahwah, NJ
URL: http://www.rampo.edu/

HOME PAGE

Analysis of Visual Elements

Diversity of individuals represented in photos? (the best one yet!) yes X no
Pictures of international locations? yes X no
Alt tags for visual elements included in source code? yes X no
Comments:

Analysis of Content

EEO statement included? yes no X
Key terms included on home page:

Key terms included in menu headings? yes no X
 If yes, list terms:
Key terms included in menu subheadings/dropdown menus? yes no X
 If yes, list term and major heading under which it falls:
Comments:

DIVERSITY PAGE

Name of Office: **Diversity Action Committee**

Mission Statement/ Statement of Purpose:

Ramapo College is committed to maintaining strength and opportunity through diversity of age, race, gender, sexual orientation, ethnicity, and economic background among faculty, staff, and students. Ramapo College is a selective institution committed to providing equal access to under-represented populations. Barrier-free, the College maintains a continuing commitment to persons with disabilities. (c. 2005)

Events calendar available? yes no X

If yes, list sample events: It seems like diverse events are integrated into the school's overall events: Exhibit of sound art African Metropole: Sonic City Lagos," an exhibit of sound-based art by Mendi and Keith Obadike, opens in the Pascal Gallery and there will be a discussion with the artists and DAC Convocation "Celebrating Diversity"

Classes, workshops, or training offered? yes X no X

If yes, list samples: Human Resources offers: Diversity Awareness and Sexual Harassment Training

Comments:

INTERNATIONAL PAGE

Name of Office: **Ramapo International**

Mission Statement/ Statement of Purpose:

Events calendar available? yes X no

If yes, list sample events: Human Rights and Democratization in Tunisia – speaker, China Student presentation, World Expo

Classes, workshops, or training offered? yes no X

If yes, list samples:

Comments: The International Student Services has a mission: The International Student Organization (ISO) is a social organization that bridges the divide between international and native students. This organization is based on different cultures and perspectives that allow individuals to enhance their knowledge on cultures around the world. ISO prides itself on diversity, mutual respect and tolerance of race, culture, religion, and sexual orientation. Our main goal is to unify cultural diversity among the Ramapo community.

PUBLIC OUTREACH PAGE

Name of Office: **NA**

Mission Statement/ Statement of Purpose:

[copy and paste, or note “none”]

Events calendar available? yes no

If yes, list sample events:

Classes, workshops, or training offered? yes no

If yes, list samples:

Comments:

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural (as it relates to study abroad), international, multicultural (Our Multicultural Open House provides a wonderful opportunity to visit our campus, speak with faculty and learn more about what Ramapo College has to offer you.), diversity (Diversity Action Committee’s Definition of Diversity (approved by Cabinet, 9-12-05) "Human diversity includes, but is not limited to age, ethnicity, race, gender, religion, physical or mental abilities and disabilities, socio-economic status, viewpoint differences (e.g., political), sexual orientation, gender identity, and national origin."), race, gender, ethnicity, nationality, religion, sexual orientation (Their GLBT stuff is from 1991 and 1995 and their overall site looks like it’s that old too. They use the term Queer which most schools have replaced with LGBTQ), socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures (none of this information was available))

Additional Key Terms: Age, Campus Climate (they have a campus climate assessment project from 2006, they are redoing this survey this year: As part of Ramapo College's commitment to campus climate, the Diversity Action Committee (DAC) collects data approximately every five years in order to assess which efforts to support diversity have succeeded and also to assess aspects of campus life that need to be improved. The Campus Climate Survey solicits feedback from faculty, staff, and students on a broad range of topics including, but not limited to, discrimination, harassment, and the extent to which diverse perspectives are represented in the classroom. The goal of the survey is to use results to ensure Ramapo's environment is supportive and inclusive for all individuals in our community), Class, Climate, Equity, Global, Inclusion, Social Justice, Veteran Status

They seem to be working on diversity initiatives, but it's really, really hard to find the information. It also seems like they have a long history with diversity...their website is just a poor reflection of this.

Comments:

PUBLIC OUTREACH PAGE

Name of Office: None

Mission Statement/ Statement of Purpose:

[copy and paste, or note “none”]

Events calendar available?

yes ___ no ___

If yes, list sample events:

Classes, workshops, or training offered?

yes ___ no ___

If yes, list samples:

Comments:

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Randolph College does not have any links to any kind of Diversity, Public Engagement, or International “Offices.” However, leadership, diversity, engagement, and intercultural activities are woven into their Academic programs.

Randolph College offers an Experiential Learning Center which includes these programs:

Lecture Series: A year-long series of events for faculty and staff sponsored by the Andrew W. Mellon Foundation. Experiential learning has shown positive outcomes in 21st century higher education in many forms, including outdoor education, cooperative learning, undergraduate research, internships, inquiry-based learning, service learning, and problem-based learning (Kanters, 2002; Osteen, 2008; Peters & Stearns, 2003; Phipps, Phipps, Kask, & Higgins; Young, 2007).

American Culture Program: The American Culture Program at Randolph will take you behind-the-scenes while studying America’s diverse cultures. Learning in this program is more than sitting in a lecture hall; it is about firsthand experience.

World in Britain: *Study abroad at the University of Reading, England -Students have often told us the Reading Program has been a life-changing experience.*

Davenport Program: The Susan F. Davenport Leadership Program provides Randolph students with an opportunity to learn and build attributes that have long been associated with leaders: self awareness, communication, critical thinking, self confidence, initiative, motivation, conflict

management, goal setting, working in teams, and problem solving. Named in memory of Susan Funkhouser Davenport '69 the program helps students to understand the connections between their academic work, their social and co-curricular choices, and their participation in community service.

Study Abroad: One way to get the most out of Randolph – leave.

Not that we don't like having you around. It's just that at Randolph College, we believe that acquiring an understanding of other cultures is an essential part of your education. By learning and living abroad, you will broaden your perspective while gaining the skills you need to succeed in our global society.

Nearly 45% of our students participate in a study-abroad program—either a two- or three-week [International Study Seminar](#), a semester program, or a full-year study-abroad option. Many participate in our flagship program [Randolph College Abroad: The World in Britain](#) at the University of Reading in England.

Additionally, Randolph College offers 'Special Opportunities' that "...help our graduates become instant leaders and thoughtful global citizens.

INTERNATIONAL PAGE

Name of Office: **Global Studies and International Studies**

Mission Statement/ Statement of Purpose:

The Global Studies Program seeks to be the university hub for global education, cross-national and international activities at St. Cloud State University. The program is home to the major and minor programs in Global Studies. It also collaborates with the African Studies, East Asian Studies and Latin American Studies programs. Global Studies also hopes to host lectures and seminars on global issues. Please click on the Events link for specific activities of the Center. It supports other activities that may be of global interest.

Events calendar available? yes X no

If yes, list sample events: AIEA: 2012 Conference

Classes, workshops, or training offered? yes X no

If yes, list samples: They offer their email address for more information on programs offered: GlobalStudies@stcloudstate.edu.

Comments:

The Global Studies and International Studies give a variety of program options for students to take and study topics that are based around different cultures and different parts of the world. However, these resources seem limited to just students, and I could not find any faculty or staff resources.

PUBLIC OUTREACH PAGE

Name of Office: **Center for Continuing Studies**

Mission Statement/ Statement of Purpose:

Innovative Leadership for Lifelong Learning

Events calendar available? yes X no

If yes, list sample events: Customized Education - Training You Need For The Job You Do - Soft skills, hard skills, technical skills, and topical skills

Classes, workshops, or training offered? yes X no

If yes, list samples: Senior to sophomore mentorship (Seniors in college to sophomores in high school)

Comments:

The public outreach page is mainly consistent with outreach in the sense of creating a more non-traditional learning environment for people who either have been removed from high school or post-secondary school for a period of time, or are looking for specialized programs or skills training. It does serve a value need in the community and is well established.

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

The Office of Strategy, Planning, and Effectiveness has established a set of strategic planning action plans created to work on specific issues at the University. 3 of these are community engagement, a diversity task force, and an international plan/vision. These are well developed plans and are included as extra abstracts below: <http://www.stcloudstate.edu/ospe/planning/>

ENTIRE SITE cont...

The Office of Strategy, Planning, and Effectiveness actions plans:

Community Engagement

- Community engagement is central to the academic and strategic action planning process that St. Cloud State University has been undergoing since 2008.
- Because community engagement takes so many different forms and involves so many different constituencies, this plan provides an overarching framework for other strategic planning efforts, such as scholarship, technology and international visioning.
- As part of the University's objective of institutionalizing our commitment to community engagement, the University President convened a workgroup to focus on these issues. The group's charge was to develop an action plan for expanding our engagement within the Central Minnesota region and a community engagement model that will guide and focus SCSU's work with the community. The following report delineates how the group arrived at a working definition for community engagement, while also explaining the rationale for community engagement and recommending implementation strategies for realizing our vision of an engaged institution.
- <http://www.stcloudstate.edu/ospe/planning/actionPlans/documents/CommunityEngagementVisionandImplementationPlan.pdf>

Diversity Task Force

- A comprehensive diversity plan that is the result of community conversation and consensus has the potential to alter the culture, climate and character of both our learning community and the surrounding community.
- This diversity plan continues the efforts of countless individuals, groups, committees and task forces committed to supporting diversity in all its richness over many years of history at St. Cloud State. It is intended as a dynamic plan, a blueprint for continuing our evolution and guiding our actions as a University. It will be a roadmap for change that integrates with the University's strategic and academic plan, keeping us moving forward with clear goals and resolve to remain vigilant in our efforts to make St. Cloud State more than the best comprehensive university in the Upper Midwest, recognized by our peers as a leader in our region. We will aspire to excel at being the university that embraces its diversity and its role as an engine for social change and growth in our region as well as on our campus. Ideally, this plan will inform all we do at St. Cloud State and become an integral part of our future, recognizing that diversity is broader than race/ethnicity and gender and recognizing that people of many different identities feel discriminated against in various ways.
- <http://www.stcloudstate.edu/ospe/planning/actionPlans/documents/DiversityPlan-Draft.pdf>

Diversity Task Force

- It is the International Vision and Plan for SCSU to be recognized as the most innovative comprehensive university for international education. Our faculty will be sought as experts in international education and regularly receive federal and foundation international research grants. The international opportunities provided by SCSU will be a major factor in recruiting students, faculty and staff. Our new students will understand that an international experience is a critical part of the SCSU experience. International businesses and organizations will actively recruit our graduates.
- In order to more fully develop and institutionalize SCSU's commitment to international programs, the International Vision and Action Plan is organized around five elements that are essential to developing our strategic niche in international education and to institutionalize a more comprehensive, university-wide effort:
 - Student experience
 - Campus environment
 - International strategic partnerships
 - Regional community outreach
 - International brand development
- <http://www.stcloudstate.edu/ospe/planning/actionPlans/documents/InternationalVisionandStrategicActionPlan-ExecutiveSummary.pdf>

institutions. The Strategic Directions Council expects the IDC to provide quality and timely information in order to inform the SDC in institutional planning.

They also define intercultural competence: Intercultural competence is the ability to engage, learn from and work with people whose cultural identity is different from one's own.

They feature a link to a Presidential Commitment web page where they address the need to "cultivate understanding by awareness that our life together is deeply enriched by the cultural, racial, and ethnic qualities that each of us embodies."

They also feature an Institutional Statement on Diversity webpage that sites some of the Catechism of the Catholic Church and very nicely talks about the diversity that is OK in God's eyes.

INTERNATIONAL PAGE

Name of Office: **International Student Program Office**

Mission Statement/ Statement of Purpose:

none

Events calendar available? yes X no X

If yes, list sample events: They have a link to upcoming events, but there were none listed.

Classes, workshops, or training offered? yes no X

If yes, list samples:

Comments: They also have a page for Education Abroad

PUBLIC OUTREACH PAGE

Name of Office: **NA**

Mission Statement/ Statement of Purpose:

[copy and paste, or note "none"]

Events calendar available? yes no

If yes, list sample events:

Classes, workshops, or training offered? yes no

If yes, list samples:

Comments:

ENTIRE SITE

Observations from key term search Note: *There were not listings for total number of results found on this site when I did searches.* (cultural, culture (It's pretty much all Arts & Culture), intercultural (they use and define the term intercultural competency), international (they have international programs), multicultural (they have dedicated off campus housing, multicultural student services), diversity (diversity seems to be defined by the Catholic religion – see above), race (Human Rites Office webpage sites: CSB and OSB (Employees) are committed to creating and maintaining an environment in which all

members of the community are aware of and respect the rights and human dignity of every other member. Therefore, we will investigate and promptly seek the equitable resolution of allegations of discrimination relating to race, religion, creed, color, national origin/ethnicity, status with regard to public assistance, sex, sexual orientation, age, marital status or disability.), gender (women's studies, classes, transgender is only included with regard to the GLBT group on campus PRiSM), ethnicity, nationality, religion (Catholic), sexual orientation (student group is PRiSM = People Representing the Sexual Minority), socioeconomic status, ability, disability (Disability Services was created in 2011!!! – site for students), religious (Catholic), ~~political, politics~~, student ratio, faculty ratio (Student/faculty ratio is: 12:1, median class size is 20), recruit, recruitment, minority, facts and figures (Percentage women: 52; percentage men: 48, First-year enrollment: 1,019; total undergraduate enrollment (fulltime equivalent): 3,924, Multicultural percentage: 9.8 percent; international percentage: 6.3 percent; number of countries represented: 40; number of international students: 250.)

Additional Key Terms: ~~Age, Campus Climate, Class, Climate, Equity~~, Global, Inclusion, Social Justice (as it relates to spirituality), Veteran Status

INTERNATIONAL PAGE

Name of Office: **International Education Office**

Mission Statement/ Statement of Purpose:

None

Events calendar available? yes X no

If yes, list sample events: CIS Study Abroad Information Table

Classes, workshops, or training offered? yes no X

If yes, list samples:

Comments:

Office is based around study abroad students. There is a small tab devoted to inbound study abroad students from other countries, but just basic information regarding policies and steps once you are here. Their International Education office gives details about countries students can visit and summarizes the types of trips these are.

PUBLIC OUTREACH PAGE

Name of Office: **No specific page mentioned**

Mission Statement/ Statement of Purpose:

None

Events calendar available? yes no X

If yes, list sample events:

Classes, workshops, or training offered? yes no X

If yes, list samples:

Comments:

Different organizations (such as the Arboretum Association and Facilities Management) have public outreach mentioned as something that they work towards, but there is no specific office dedicated to this. Through these organizations they try to spread the word about projects and committees that they are setting up to work with the community on initiatives, but no specifics are found online.

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

The College is lacking in diversity and an established international/global feel to it. The school seems to be more catered to students from that particular area and the lack of diversity is shown in the different pictures or lack thereof on the website. Even the EEO Statement was not able to be viewed on the site. There is slight mentions of diversity and culture on a few of the webpages associated within different fields of study, but that is minimal at best.

Comments: St. Olaf has the typical International Studies offerings to study abroad; however, of more interest to me is the fact that part of St. Olaf's mission is to "...enhance students' global perspective by helping them encounter and understand changes confronting our world in a context of global community."

See Cultivating a Global Perspective: <http://www.stolaf.edu/about/global.html>

PUBLIC OUTREACH PAGE

Name of Office: N/A

Mission Statement/ Statement of Purpose:

[copy and paste, or note "none"]

Events calendar available? yes ___ no ___

If yes, list sample events:

Classes, workshops, or training offered? yes ___ no ___

If yes, list samples:

Comments:

While St. Olaf does not have an office of Public Engagement; they do offer, through their Center for Experiential Learning, Academic Civic Engagement Course and Project. St Olaf also has the President's Awards for Civic Engagement.

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

What impresses me about St. Olaf College is that despite the fact that they don't have offices for Public Engagement or an International/Global office, they have built the expectation for Civic Engagement and educating global citizens into the culture of the school.

INSTITUTIONAL BENCHMARKING

Name of Institution: University of Illinois at Urbana-Champaign, Urbana, IL
URL: http://illinois.edu

HOME PAGE

Analysis of Visual Elements

Diversity of individuals represented in photos?	yes <u>X</u>	no <u> </u>
Pictures of international locations?	yes <u> </u>	no <u>X</u>
Alt tags for visual elements included in source code? Not very descriptive e.g. "logo" instead of "University of IL at Urbana-Champaign logo"	yes <u>X</u>	no <u> </u>
Comments: Very attractive home (blue and orange) page easy to read.	<u> </u>	<u> </u>

Analysis of Content

EEO statement included?	yes <u> </u>	no <u>X</u>
Key terms included on home page: Culture (as in Arts &), international		
Key terms included in menu headings? If yes, list terms: Culture (as in Arts &), international	yes <u>X</u>	no <u> </u>
Key terms included in menu subheadings/dropdown menus? If yes, list term and major heading under which it falls: ranking	yes <u>X</u>	no <u> </u>
Comments:		

DIVERSITY PAGE

Name of Office: **Office of Equal Opportunity and Access**

Mission Statement/ Statement of Purpose:

The University of Illinois at Urbana-Champaign has long been committed to the principle of equality and opportunity for all students, faculty and staff. The Office of Equal Opportunity and Access (OEOA), which reports directly to the Office of the Chancellor, provides leadership in promoting and fostering an inclusive environment on campus. OEOA's duties include: responsibility for all facets of the University's Affirmative Action policies and procedures, ensuring campus-wide compliance with the Americans with Disabilities Act, and handling complaints of alleged discrimination filed with Federal and State civil rights agencies. In addition, the Office provides training to faculty, staff, and students and promotes the University's efforts in the area of community outreach.

The University holds Federal contracts, and, as a result, is required to develop and carry out a written Affirmative Action Plan. OEOA facilitates compliance with the University's Affirmative Action Plan by designing systems to report and measure the effectiveness of various programs. The Office also has primary responsibility for promoting compliance with the Americans with Disabilities Act. To facilitate this responsibility, the Director of the Office of Equal Opportunity and Access has been designated by the Chancellor as the Americans with Disabilities Act Coordinator. The Office also investigates complaints of alleged discrimination on the basis of applicable Federal and State civil rights laws when a complaint has been filed with an outside agency. To carry out this important function, OEOA staff interview witnesses, gather and analyze evidence, and represent the

DIVERSITY PAGE

Name of Office: **Office of Minority Student Affairs**

Mission Statement/ Statement of Purpose:

none

Events calendar available? yes X no

If yes, list sample events: Annual Events: Multicultural Career Fair, Mom’s Day Scholastic Awards Ceremony, Multicultural Congratulatory (graduation). Their other events calendar was in error.

Classes, workshops, or training offered? yes X no

If yes, list samples: Freshman seminar, Summer Research Institute

Comments: This page is clearly for racial minorities based on photos on the pages.

INTERNATIONAL PAGE

Name of Office: **Office of International Programs**

Mission Statement/ Statement of Purpose:

None – they have an “About Us” page that says some stuff and a page on goals, but nothing declaring a mission or statement of purpose. The ISSS webpage does.

Events calendar available? yes no X

If yes, list sample events: On their page the have a menu bar with links to their International Lecture Series

Classes, workshops, or training offered? yes X no

If yes, list samples: On their webpage they have a menu bar with a link to OIP Projects of which Training is a sub menu: Apprenticeship program, Dairy Management: USDA-FAS Iraq Fellows, Food technology, Water management

Comments: They have a many departments dedicated to international programs, so it feels very decentralized.

PUBLIC OUTREACH PAGE

Name of Office: **Office of Public Engagement**

Mission Statement/ Statement of Purpose:

Engaging Illinois’ Intellectual and Cultural Resources:

A land grant institution, the University of Illinois has a long record of commitment to public engagement and to the discovery and application of knowledge. Its faculty, staff and students collaborate with external audiences and partners to address the needs and opportunities of society. Through these partnerships, critical societal issues are embedded in the research and educational missions of the University. The Office of Public Engagement initiates and supports a broad and diverse set of public engagement activities that link the campus to society.

Events calendar available? yes X no

If yes, list sample events: Summer Youth Campus, Debt & Deficits: Combating Recession in the US, Latin America, and Eurozone – forum, Aesop’s Animals: A storytelling performance of Aesop’s Famous Fables

Classes, workshops, or training offered? yes X no

If yes, list samples: Abaqus training, MIST Summer Teacher Workshop, Robotics

Workshop, Small Farms Webinar

Comments: Very wide variety of interesting topics on their calendar including events, classes, webinars(!), workshops, and trainings. They look to be very active with their community.

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity (83,000 results!), race (mostly classes and articles/books), gender (women's studies), ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio (no listing), recruit, recruitment, minority, facts and figures 42,605 total students: 31,932 undergraduate and 10,673 graduate and professional students, 54% men, 46% women, 5.0% African-American, 6.0% Latino/a, 11.0% Asian-American, 0.13% Native American, 2% Multiracial and 19% International.)

Additional Key Terms: Age, Campus Climate, Class, Climate, Equity, Global, Inclusion, Social Justice, Veteran Status

They have a very wide variety of student programming and some institutional programming that compliments the student programming. They do seem to have a very strong commitment to African-American students. Somewhat limited in how they showcase all of the diversity on campus, for example on the home page under the About Us link they have a list of the 4 Cultural Centers under Campus Life and they list Asian-American Cultural Center, Bruce D. Nesbitt African-American Cultural Center, La Casa Cultural Latina, and the Native American House, but they do not include Lesbian, Gay, Bisexual, Transgender Resource Center or the Disability Resource Center. The centers they do list are said to "These centers off the entire campus community opportunities to learn about and to experience the rich historic traditions and modern living cultures that shape our world."

- Coordinate those aspects of admissions and financial aid that are relevant to increasing diversity on campus
- Coordinate and support university efforts to recruit and retain underrepresented students
- Chair the Collegiate Diversity Group and Disability Planning & Action Committee
- Oversee implementation of the Diversity Action Committee Report and Recommendations

Events calendar available? yes no

If yes, list sample events: Listings of 'Events', but hasn't been updated since July 2010.

Classes, workshops, or training offered? yes no

If yes, list samples:

Comments:

INTERNATIONAL PAGE

Name of Office: International

Programs

Mission Statement/ Statement of Purpose:

None

Events calendar available? yes no

If yes, list sample events: **19th Annual U of IA Powwow; Screening of Sci-Fi shorts;**

Peace Corp Information Session, UI Diversity Catalyst / Alliant Energy Awards

Classes, workshops, or training offered? yes no

If yes, list samples:

Comments: **Classes, workshops and training offered only through Academic Programs.**

PUBLIC OUTREACH PAGE

Name of Office: Not an office, merely a goal stated in the Strategic Plan for the University of Iowa 2005 – 2010.

Mission Statement/ Statement of Purpose:

GOAL: To broaden the University's service mission to include stronger partnerships with public constituencies.

"Engagement" involves much more than conventional, unidirectional outreach; it requires public partnership and a commitment to interchange and reciprocity. The University, particularly in its role as a state university, thrives on this commitment and seeks to expand access, interaction, dialogue, communication, societal benefit, and mutual care and concern. The mutual exchange of ideas and synergistic use of complementary expertise will promote success across the state of Iowa.

have a Citizenship Award for Diversity Leadership Scholarship for a senior who promotes diversity and inclusion on campus. The 2011-12 winner was a Caucasian male.

INTERNATIONAL PAGE

Name of Office: Center for International Education

Mission Statement/ Statement of Purpose:

..." assist international students and scholars and their families in matters related to their immigration status, employment, housing, health insurance, medical care, social security, income tax regulations, financial aid, and personal concerns."

Events calendar available? yes no

Calendar available, but mostly notations of when groups travel and return from various places.

Classes, workshops, or training offered? yes no

Comments: Site is divided into resources for International students and scholars (which has many resources), and education and study abroad (which has few resources). Not much in the way of events or training.

PUBLIC OUTREACH PAGE

Name of Office: None; Volunteer Activities available under Student Affairs

Mission Statement/ Statement of Purpose:

None

Events calendar available? yes no

Classes, workshops, or training offered? yes no

Comments: In addition to Circle K, Rotaract Club, and Alpha Mu Sigma, the student-run Community Outreach and Resources has many opportunities and events for students to become involved with the community.

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Center for Asian Studies has own intercultural events and study abroad information. Some faculty have emphasis in intercultural communication. Searches for race and ethnicity turn up many discussion pages and public lectures about race. Search for gender shows mostly results from Women's and Gender Studies department. Documentary on sexual orientation and identity available on Student Diversity blog. No GLBT group, but rather PRISM: People for the Rights of Individuals of Sexual Minorities. Office of Disability Services changed name to Disability Resources. Their site has an acceptable amount of information, but other schools have more complete resources. Religious freedom strongly encouraged due to the VA Statute on Religious Freedom having been drafted in Fredericksburg by Thomas Jefferson and others in 1777. News item about UMW's struggle to recruit minorities. Increasing diversity seems to be a priority but a challenge for the University.

If yes, list sample events: Traditional Buddhist Sand Mandala Opening Ceremony, Annual International Dinner, International Dinner – Germany, International Dinner - Taiwan
Classes, workshops, or training offered? yes ___ no x

If yes, list samples:
Comments:

PUBLIC OUTREACH PAGE

Name of Office: None
Mission Statement/ Statement of Purpose:

Events calendar available? yes ___ no ___

If yes, list sample events:
Classes, workshops, or training offered? yes ___ no ___

If yes, list samples:
Comments:

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Observations: Many of the keywords generated lists of articles, and some pointers to the Office of Diversity and/or particular classes. The facts and figures for the University were not what I consider updated. The most up-to-date enrollment was for Fall 2011: Degree seeking: 1600 (1262 full-time, 338 part-time) Non-degree: 1053 (78 full-time, 965 part-time). Most other statistics dated pre-2010.

The mission of the Multicultural Center is to enhance academic achievement, create a sense of belonging, celebrate diversity, and foster positive relations among UMD students, faculty and staff. This will be accomplished by:

- Providing a forum for communication, discussion and understanding of educational, political, social and cultural issues of concern to the students served at the Multicultural Center.
- Supporting programs and activities that promote appreciation and awareness for a truly multicultural and inclusive community.
- Providing support for and advising student organizations
- Serving as a catalyst for change and support of the University's effort to achieve pluralism.
- Providing personal and academic support, advising, and disability accommodations.

Events calendar available? yes X no

If yes, list sample events: Swedish Film "Black Power Mixtape" (Films), Panel Presentation "Education and Race" (Presentations), Brown Bag Lunch Discussion, Poetry and Comedy Jam, Performances

Classes, workshops, or training offered? yes X no

If yes, list samples: • *Clothesline Project Workshop* Have the opportunity to design a shirt

Comments: UMD has two Diversity Pages. They also list out "Professional Offices" as African American Student Programs, Asian Pacific American Student Programs,

INTERNATIONAL PAGE

Name of Office: **International Education Office**

Mission Statement/ Statement of Purpose:
"none"

Events calendar available? yes X no

If yes, list sample events: Study Abroad 101, Contact Tabling in the Student Center, New Program Leader Workshop, Tea Tim!

Classes, workshops, or training offered? yes X no

If yes, list samples: New Program Leader Workshop

Comments: This page for study abroad students, students from UMD going to study abroad.

A nice touch, they have a photo contest running for their study abroad students. They have links to all the photos, but there is no social media connected to this page, which I thought was unfortunate.

INTERNATIONAL PAGE

Name of Office: **International Student Services** (is under the Office of Cultural Diversity)

Mission Statement/ Statement of Purpose:
none

Events calendar available? yes no

If yes, list sample events:

Classes, workshops, or training offered? yes no

If yes, list samples:

Comments: This page is for students coming to the UMD to study from other countries.

PUBLIC OUTREACH PAGE

Name of Office: **Office of Civic Engagement**

Mission Statement/ Statement of Purpose:

The mission of the Office of Civic Engagement is to educate students to be civically aware, skilled and committed to act for the public good.

The Office of Civic Engagement accomplishes this mission through curricular and co-curricular activities that create opportunities for students to find a meaningful role in their local, regional, national and international communities.

Events calendar available? yes no

If yes, list sample events: Film “If a Tree Falls: The Story of the Earth Liberation Front” followed by a discussion on the film’s topics; 5-7pm, National Volunteer Week, Spring 2012 UMD Sustainability Fair: Sustainable Development: Exploring Nordic Models, 2nd Annual CHAMP Day of Service (April 21) projects located at various sites in the Duluth community from 10-4, Webinar: Effective Practices in Creating a Transformative Service Experience

Classes, workshops, or training offered? yes no

If yes, list samples: The partner with faculty: “Assists UMD faculty create service-learning courses or retrofit their existing coursework to incorporate community-based learning” (see below)

Comments: I love what this office does. I think it’s smart to have this office take up the sustainability banner.

In addition to helping students find community organizations at which to volunteer or engage in community-based learning, our office also:

- Assists UMD faculty create service-learning courses or retrofit their existing coursework to incorporate community-based learning
- Disseminates information about opportunities at community organizations
- Plans, partners, and hosts events such as volunteer activities, conferences, webinars, special speakers, community involvement fairs and book groups
- Awards mini-grants and engaged department grants to individuals or departments involved in community-based learning

ENTIRE SITE

Observations from key term search (cultural (1900 results, brought up a page called “Cultural Competence Resources” that included links to Diversity Content, Scales, Models, and Inventories, Racial Identity Development, GLBT Content, Web Sites, American Indian Content, Cultural Competence Assessments, Instruction/Pedagogy, Bibliographies, PowerPoints see www.d.umn.edu/sw/cw/cc/ all of this connected to the Center for Regional and Tribal Child Welfare Studies), culture (nothing related to diversity), intercultural (278 results – most related to intercultural communication, there was also a tie in to intercultural perspectives), international (3240 results), multicultural (826 results – see above for more details), diversity (there were 1550 results! UMD Diversity Commission, UMD Diversity Project - How did you come to be here? That is the question the entire campus community is invited to answer as UMD integrates the newly adopted, inclusive, core values and Strategic Planning Campus Action Plan into classrooms and activities.), race (1710 results – diversity awareness activity, not as much as I thought would be connected to diversity office, courses and white privilege), gender (1620 results – related to EEO or classes, one related to variance in gender and the commitment to achieve comfortable, safe and accommodating housing for transgender identifies or gender variant identified students), ethnicity (657 results – nothing really related to diversity programming), nationality (90 results – related to women’s studies, academic advising standards and guidelines, and campus climate), religion (linked to Dept. of Human Resources & Equal Opportunity), sexual orientation (686 results – linked to GLBT terminology & definitions, Diversity awareness, and Dept. of Human Resources & Equal Opportunity), socioeconomic status (not mentioned in relation to diversity), ~~ability~~, disability (dept. is disability resources – it doesn’t look like they have a web page), religious (linked to the Campus Climate Survey as “religious beliefs”), political (see reference from the diversity office above), politics (women in), ~~student ratio, faculty ratio~~, recruit (UMD Campus Climate: Tool for Achieving Change – implement effective, measurable processes to recruit, retain and support diverse students, faculty and staff), recruitment (linked with retention & student success), minority (528 results - related to diversity in terms of scholarship applications (weird?), some out-dated material, health care material, social work cites it in relation to Cultural Competence Continuum that we know from the IDI and in terms of not a majority, or in terms of politics), facts and figures – they have a facts & figures page, but no breakdown into diverse or international segmentation)

Additional Key Terms: Age, Campus Climate (about 14 unique web pages have listings for this term), Class, Climate, Equity (558 results), Global, Inclusion (965 results – probably only ¼ related to both campus climate initiative and UMD Civic Engagement), Social Justice (1460 results – related to the Campus climate strategies and actions and commitment to inclusiveness)

Name of Office: See above

Mission Statement/ Statement of Purpose:

[copy and paste, or note "none"]

Events calendar available?

yes ___ no ___

If yes, list sample events:

Classes, workshops, or training offered?

yes ___ no ___

If yes, list samples:

Comments:

PUBLIC OUTREACH PAGE

Name of Office: Office of
Community Engagement

Mission Statement/ Statement of Purpose:

The Office of Community Engagement seeks to engage members of the broader community and University of Minnesota, Morris students, faculty, and staff in meaningful, reciprocal course-based and co-curricular partnerships.

Events calendar available?

yes X no ___

If yes, list sample events: Soup and Substance, Community Meal, Semester Service project

Classes, workshops, or training offered?

yes ___ no X

If yes, list samples:

Comments:

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

More coverage than other schools of the same size (not Carleton), but the website is very link heavy. Some good photos of events on campus.

INSTITUTIONAL BENCHMARKING

Name of Institution: University of Minnesota – Rochester
URL: http://r.umn.edu/

HOME PAGE

Analysis of Visual Elements

Diversity of individuals represented in photos? yes x no
Pictures of international locations? yes no x
Alt tags for visual elements included in source code? yes x no
Comments: None.

Analysis of Content

EEO statement included? yes x no
Key terms included on home page:
International Students, Engage! Volunteer Opportunities, equal opportunity
Key terms included in menu headings? yes no x
Key terms included in menu subheadings/dropdown menus? yes x no
“Study away from Rochester” under Student Life; “International Students” under
Prospective Students; “Engage! Volunteer Opportunities” under Visitors & Community;
Comments: None

DIVERSITY PAGE

Name of Office: None. Very few mentions revert to UMTC OED
Mission Statement/ Statement of Purpose:
None
Events calendar available? yes no x
Classes, workshops, or training offered? yes no x
Comments: Surprising to find so little here. There is only one student group related to culture: the Intercultural Club, which holds social events. The rest of the clubs are social, interest-related clubs devoted to things like knitting, yoga, soccer, public health, and baking.

INTERNATIONAL PAGE

Name of Office: None. Information page for international students and a page within Student Lift with information about studying away from Rochester.
Mission Statement/ Statement of Purpose:
None
Events calendar available? yes no x
Classes, workshops, or training offered? yes no x
Comments: International students can be admitted to two programs only. BS in Health Science program has good page with information for international students. Biomedical Informatics and Computational Biology (BICB) program has no information. Study away page has good information for students who want opportunities to study somewhere other than Rochester.

PUBLIC OUTREACH PAGE

Name of Office: None

Mission Statement/ Statement of Purpose:

None

Events calendar available? yes no

Classes, workshops, or training offered? yes no

Comments: UMR is connected to the Engage! Network, which has a site where students can search for volunteer opportunities at UMR and in the Rochester community. There is also a Students in Service opportunity that is an AmeriCorps program. 300 hours of service earns the student an \$1132 education award.

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Student Learning Outcomes include a personal and social responsibility component where students should have gained an appreciation of cultural diversity and be able to demonstrate understanding of role of diversity. Searches for race, gender, and religion bring up mostly faculty profiles, learning abroad pages, and employment opportunities. Student group SO DARE (sexual orientation diversity alliance respecting equality) offers “support and development of a better understanding and acceptance of multiple sexualities and genders.” Initially, it was not clear what this group was based on the way student groups are listed. Disability Services office has one flat page with some information for students needing accommodation. They do include an email template for students to use to send to instructors requesting a meeting to discuss accommodations.

There are very few search results of interest for UMR. More than any other school encountered in this process, diversity, international perspectives, and community service do not appear to be priorities. It is surprising to find that UMR doesn’t even seem to do the bare minimum of support for equity and diversity and promoting intercultural communication. If anything, any efforts feel like an afterthought.

INSTITUTIONAL BENCHMARKING

Name of Institution: University of Minnesota, Twin Cities
URL: www.umn.edu

HOME PAGE

Analysis of Visual Elements

Diversity of individuals represented in photos? yes X no ___
Pictures of international locations? yes X no ___
Alt tags for visual elements included in source code? yes X no ___

Comments: Home page has embedded option to choose from a variety of views based upon whom is looking at the site, such as: Prospective and current students, donors, faculty, staff, alumni, and donors. When you choose a different view, different stories and media links are displayed at the top of the page that show a variety of activities and issues ongoing at the U of MN Twin Cities. This option allows the information to be curtailed to the end user, while being able to display dozens of different topics on the front page if who chooses to go through them all.

Analysis of Content

EEO statement included? yes X no ___
Key terms included on home page: Community and equal

Key terms included in menu headings? yes X no ___
If yes, list terms: Community

Key terms included in menu subheadings/dropdown menus? yes X no ___
If yes, list term and major heading under which it falls: Equity and Diversity, Culture, International, Disability Services, Public Engagement, Outreach

Comments: Both the equity and diversity offices and the public engagement offices are easily assessable from the U of MN homepage in the sub menu headings. The content is also organized in an easy way that can be gone through to find out what the different offices have to offer. Also, the information on the home page all fit above the fold for the most part, which meant the viewer's eye did not have to wander and search for pertinent information.

DIVERSITY PAGE

Name of Office: **Office of Equity and Diversity**

Mission Statement/ Statement of Purpose:

Vision

We envision a University where equity and diversity are:

1. Integrated into the work and lives of every student, faculty, and staff member.
2. Recognized as core institutional values, and will inform thinking, policies, and practices throughout the University.
3. Inherently intertwined with academic excellence and the development of leaders for a globally inclusive society.

Note: website at <http://diversity/umn.edu/aboutoed> has a plethora of information pertaining to the vision and values of the office. There is also a link to their recently updated as of November 2011 Vision Framework working document located at the bottom of this page, which goes into more detail about what they are doing with the vision of this office.

Events calendar available? yes X no ___

If yes, list sample events: Equity and Diversity Breakfast, MLK jr. Concert, Multicultural Kickoff, Summit for Women's Equity Leaders, The Invisible War, and Ice Cream for Solidarity

DIVERSITY PAGE CONT...

Classes, workshops, or training offered? yes X no

If yes, list samples: Equity and Diversity Certificate Program, Diversity Recruitment Source Database, as well as links to Disability Services, Diversity in Graduate Education, Equal Opportunity and Affirmative Action, GLBTA Programs Office, Institute for Diversity, Equity, and Advocacy, Multicultural Center for Academic Excellence, and the Women’s Center.

Comments: Equity and Diversity Page has a vast amount of resources available for students, faculty, and staff on campus and online. The website also offers information on the bottom header pertaining to community partnerships and connections and references for faculty for grants, research awards, and publications from researchers in the field. Most recently, a certificate program was started on campus in 2012 allowed students, staff, and faculty the ability to learn a theoretical framework for understanding equity and diversity work, to help participants develop necessary skills for equity and diversity work, and gives participants direct experience working and communicating across differences. This is just one of the initiatives that the office has on campus. They play a vital role in supporting the continuing diversity effort working towards inclusion on campus.

INTERNATIONAL PAGE

Name of Office: **Global Programs and Strategy Alliance**

Mission Statement/ Statement of Purpose:

The Global Programs and Strategy Alliance (GPS Alliance) is the central international office for the University of Minnesota system. The GPS Alliance is the driving force for the University of Minnesota in globalizing teaching, learning, research, and engagement. We support the University's mission by working closely with campuses, colleges, units, faculty and staff, students, and the community to comprehensively internationalize the University of Minnesota.

Events calendar available? yes X no

If yes, list sample events: International Education Week, Tuesday Global Spotlight Series: Brazil under Lula and the PT, International Perspectives on Gay, Lesbian, and Bisexual Health in Urban Settings, "There is a time they call adolescence..." Supporting Healthy Youth Development in Rural Honduras: A Community Perspective, Small World Coffee Hour, Cross-Cultural Discussion Groups

Classes, workshops, or training offered? yes X no

If yes, list samples: Global Spotlight Program, International Research Conference (on campus), Global Leadership Program (example: Global Leadership for Social Change - A Cedar-Riverside Immersion), Internationalizing the Curriculum and Campus Conference, Global Leadership Program

Comments:

Having one office that facilitates the distribution of information pertaining to everything global and international at the University allows for a very easy transfer of knowledge about ongoing efforts and programs. Everything from study abroad, to international students coming to the University, and to how you can get involved with programs on campus that support and work with international communities and issues can be found here. There is even cross functional efforts between the Equity and Diversity office and the GPS Alliance in regards to their focus on International Communities and their GLBTA representation. The site is easy to toggle through with the various general headings, and then also has information pertinent to just faculty/staff, students, and alumni as well.

PUBLIC OUTREACH PAGE

Name of Office: **Office of Public Engagement**

Mission Statement/ Statement of Purpose:

Note: www.engagement.umn.edu/university/ope has a more thorough listing of what the entire office offers, below is a snapshot that they outline of their 10-point plan for advancing public engagement at the University:

1. Enhancing faculty support for research and teaching activities that are conducted in the public interest;
2. Establishing a University-wide system for providing students with more articulated public engagement experiences that are tied to students’ academic goals and professional aspirations;
3. Expanding opportunities and mechanisms for the University to garner community input, feedback, and leadership concerning issues of public engagement.

Events calendar available? yes X no

If yes, list sample events: CURA Housing Forum – Planned Unit in Development Policies, Momentum 2012 Series of Events, Place-Based Engaged Teaching, Learning and Scholarship. Note: this office has a link to their Google Calendar of events which shows the events for the current week, so it is constantly updated. These events are from May 4.

Classes, workshops, or training offered? yes X no

If yes, list samples: Ethical Protections in Community-Engaged Research, Making a Difference: Designing Courses with Public Engagement, Community Service-Learning Consultations, Graduate School Forum Events, Community-Campus Network (CCN).

Comments:

The website is divided into two portions; Public Engagement at the University of Minnesota and Public Engagement resources beyond the University. This split directly shows a correlation with the missions of extending resources and learning into the community that supports it. Information offered on this site is focused on opportunities on development, awareness of opportunities to join groups and organizations supporting public engagement, resources for learning, assessments, evaluations, journals, and curriculum development opportunities. Atheistically, the website is very inviting and engaging, shows diversity, and links the University directly within the community.

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Overall the University has information pertaining to all of these keywords; and the information presented is in detail. Diversity alone has over 3,550 references online in keywords searches. The information presented in the key term searches are grouped per the relevancy to if there is an office on campus that deals with the key term specifically. Most of the key words have individual offices associated with them. From a perspective of never really looking in depth at these 3 offices prior to doing the research for this project, objectively I find that the information present at the UMN, Twin Cities is above par and superior to any of the other Universities and Colleges that I reviewed. The policy development, procedures, and online content gives the reader a perception that the University cares and values these areas and is moving in the direction of advancing their placement as a University that will consistently be at the forefront of work with these areas as well.

Supporting departments and colleges in their efforts to hire and retain highly qualified international researchers and faculty;
Facilitating the routing of **international agreements** that establish formal partnerships between UNL and international institutions; and
Supporting **student and faculty exchange**.

Events calendar available? yes ___ no x
If yes, list sample events:
Classes, workshops, or training offered? yes x no ___
If yes, list samples: Free Tax Assistance; Fulbright Workshops; Orientation;
Comments: Classes, workshops and training offered is minimal.

PUBLIC OUTREACH PAGE

Name of Office: **There does not appear to be a University-wide office for public outreach. The School of Natural Resources (SNR) does have a Public Outreach office.**

Mission Statement/ Statement of Purpose:

None

Events calendar available? yes x no ___
If yes, list sample events:
Classes, workshops, or training offered? yes ___ no x
If yes, list samples:
Comments:

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Keywords turn up many results: some articles in their UNL's digital conservancy, courses and references to departments. Does not impress me as having a vision of increasing the global awareness on its campus or in its student's lives.

INSTITUTIONAL BENCHMARKING

Name of Institution: U_North_Carolina_Ashville
URL: http://www.unca.edu/

HOME PAGE

Analysis of Visual Elements

Diversity of individuals represented in photos? yes X no

Pictures of international locations? yes no X

Alt tags for visual elements included in source code? yes X no

Comments: Home page shows 2 pictures, and directs you to more information on the banners to the side. Informative, but not very eye catching.

Analysis of Content

EEO statement included? yes X no

Key terms included on home page:

No key words listed on page

Key terms included in menu headings? yes no X

If yes, list terms:

Key terms included in menu subheadings/dropdown menus? yes no X

If yes, list term and major heading under which it falls:

Comments: No key terms listed on page, but EEO statement listed on "About site" link on bottom of page.

DIVERSITY PAGE

Name of Office: **No official office; Diversity Action Council is set up**

Mission Statement/ Statement of Purpose:

I. Statement of Principles

UNC Asheville must prepare students to live and grow in a diverse world. We must provide our students, faculty, and staff with rich opportunities to engage with one another. We must recruit, enroll, hire, retain, and support underrepresented students, faculty, and staff in order to enhance our environment for learning and exchange. We want our campus to reflect the demography of our region and state. Thus, diversity must be integral to the UNC Asheville experience. We believe:

- > Diversity is basic to a free society.
- > Diversity is a matter of form as well as content.
- > Diversity opposes coercive assimilation.
- > The idea of diversity changes and requires continual review.
- > The achievement of diversity is difficult; it takes practice and requires skill.

II. Definition

At UNC Asheville, diversity means creating and supporting an inclusive and sustainable community, one in which people of all backgrounds interact respectfully and in which each member is valued. To reach this goal requires that we enhance the range of human diversity on campus, including but not limited to dimensions such as race and ethnicity, age, religion, disability, socio-economic status, gender expression, gender and sexual identity, national origin, culture and ideological beliefs.

Events calendar available? yes no X

If yes, list sample events:

Classes, workshops, or training offered? yes no X

If yes, list samples:

Comments: There is nothing listed about diversity for this college except for the Diversity Action Council – Which is leading positive change and awareness of diversity at UNCA:

http://www2.unca.edu/aa/DAC_main.htm

INTERNATIONAL PAGE

Name of Office: **No international office, only study abroad and international studies office**

Mission Statement/ Statement of Purpose:

None

Events calendar available? yes ___ no X

If yes, list sample events:

Classes, workshops, or training offered? yes ___ no X

If yes, list samples:

Comments:

There is no international studies office at UNCA. The office that is called international studies focuses on an undergraduate program that provides students with a deeper knowledge of and appreciation for the diverse cultures, economies and politics of the world. This can be a chosen course of study for students, but does not provide adequate resources for the students, staff, and faculty at UNCA to learn about global and international programs and cultures without taking a major or minor degree track.

PUBLIC OUTREACH PAGE

Name of Office: **No public engagement office at UNCA**

Mission Statement/ Statement of Purpose:

None

Events calendar available? yes ___ no X

If yes, list sample events:

Classes, workshops, or training offered? yes ___ no X

If yes, list samples:

Comments:

No public engagement office at UNCA – No office close to having anything to do with this discipline.

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Many of the departments on campus give information and resources for cultural, multicultural, race, and diversity. But this information is very bland and mostly just points to a few multicultural groups on campus that are associated with race of the different groups on campus. Otherwise, it is apparent that diversity, global programs, and community outreach are either not important on the campus, not present on the website but in real life they are present, or a combination of one or both of these but not in a very prevalent way.

INSTITUTIONAL BENCHMARKING

Name of Institution: University of North Dakota, Grand Forks, ND
URL: http://und.edu/

HOME PAGE

Analysis of Visual Elements

Diversity of individuals represented in photos? (2 Native Americans, 8 white women, 5 white men and 1?)	yes	<u>X</u>	no	<u> </u>
Pictures of international locations?	yes	<u> </u>	no	<u>X</u>
Alt tags for visual elements included in source code? YES! And very descriptive!	yes	<u>X</u>	no	<u> </u>
Comments:		<u> </u>		<u> </u>

Analysis of Content

EEO statement included?	yes	<u>X</u>	no	<u> </u>
Key terms included on home page: Accessibility				
Key terms included in menu headings? If yes, list terms: Accessibly	yes	<u>X</u>	no	<u> </u>
Key terms included in menu subheadings/dropdown menus? If yes, list term and major heading under which it falls: American Indian Student Services, Disability Services for Students, Multicultural Student Services,	yes	<u>X</u>	no	<u> </u>
Comments:				

DIVERSITY PAGE

Name of Office: **Diversity at UND**

Mission Statement/ Statement of Purpose:

Diversity and Pluralism

The University of North Dakota takes pride in its mission to meet the individual and group needs of a diverse and pluralistic society through education, research, and service. The peoples served by and associated with the University vary widely; all must be valued for the richness their different cultures, heritages, perspectives, and ideas bring to the community. The University is in part, a conduit through which individual perspectives and global interrelationships are enhanced by a learning and teaching environment that is aware of and sensitive to the diversity of its constituents. Diversity in the University is constituted by the full participation of persons of different racial and ethnic heritage, age, gender, socio-economic background, religion, and sexual orientation; of persons with disabilities; and of people from other countries. Of special and particular importance is the University's longstanding commitment to the education of American Indian students and the cultures and traditions of the American Indian people. In addition, the University's commitment to diversity extends to historically underrepresented populations such as African Americans, Latino Americans, and Asian Americans. Furthermore, the University embraces our international student population as they enhance the culturally rich learning environment of campus. The University is committed to providing learning and teaching experiences which enhance all students' self-

determination, educational advantages, and professional opportunities. Policies and procedures of the University oblige its students, faculty, staff, and alumni to foster the awareness and sensitivity necessary for acceptance and understanding of all people in society. The University of North Dakota strongly disapproves and does not tolerate acts of racism, sexism, bigotry, harassment, and violence in any form and actively uses its human and other resources to provide opportunities for its constituents and public to learn and appreciate the values of a diverse and multicultural world.

Events calendar available? yes X no

If yes, list sample events: Global Visions Film Series, Wacipi, Black History Month, American Indian Heritage Month, Asian Heritage Month, International Nights, Feast of Nations

Classes, workshops, or training offered? yes X no

If yes, list samples: NDSU Diversity Council Conference

Comments: Their Diversity page is very comprehensive and there is an observable American Indian (Native American) presence.

INTERNATIONAL PAGE

Name of Office: **International Programs and Center**

Mission Statement/ Statement of Purpose:

The OIP strives to "build bridges between cultures and countries" by: serving the entire university in promoting and supporting international education; developing and supporting study abroad opportunities integral to students' academic; and future career goals; supporting the UND international population: students, faculty, scholars, and dependents promoting, supporting and developing opportunities for international cultural awareness

Events calendar available? yes X no

If yes, list sample events: Cultural Nights, Cultural Series (speakers),

Classes, workshops, or training offered? yes X no

If yes, list samples: By request...no listings.

Comments:

PUBLIC OUTREACH PAGE

Name of Office: **Center for Community Engagement**

Mission Statement/ Statement of Purpose:

The UND Center for Community Engagement was created by an act of the North Dakota State Board of Higher Education in 2004. It is an academic unit reporting to the Office of the Provost and Vice President for Academic Affairs, located at and the only occupant of a University-owned house at 317 Cambridge Street. Its mission, approved by the SBHE, is to link academic resources with community needs. The Center's vision is: To be a model program regionally and nationally by serving as a catalyst for faculty and students to learn from and with nonprofit organizations, rural communities, tribal communities, and other partners for the improvement of community life.

Events calendar available? yes no X

If yes, list sample events: They have a list of programs: Link, Stone Soup Awards Luncheon, Stone Soup Bus Tour, Service Learning Program, Near North Neighborhood Project, Neighbor 2 Neighbor

Classes, workshops, or training offered? yes ___ no X

If yes, list samples:

Comments: From the webpage (which is very different from the rest of the branded website in color, font, etc.) it doesn't seem like this office is very sophisticated.

ENTIRE SITE

Observations from key term search (cultural (this is as in Arts &), culture (articles about understanding culture), intercultural (connected to the international programming), international, multicultural (8630 results – their student services programming goes by the name Multicultural Student Services), diversity (3290 results – most comes up under the Provost's office where the department is located, there is also a Diversity Advisory Council), race, gender (in relation to classes), ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio (Headcount enrollment 14,697, Men 7,516 Women 7,181, International Students 1059, Percent of Population 7% Number of Countries 59), faculty ratio (couldn't find), recruit, recruitment, minority, facts and figures)

Additional Key Terms: Age, Campus Climate, Class, Climate, Equity (nothing related to the school), Global, Inclusion, Social Justice, Veteran Status

I finally found their version of the EEO statement when searching for sexual orientation, on a Human Resources page for External Job Openings: **The University of North Dakota is an equal opportunity and affirmative action employer, and subscribes to the laws and regulations prohibiting discrimination.** The University of North Dakota encourages applications from minorities, women, Vietnam Era and disabled veterans, and persons with disabilities, and pledges not to discriminate with respect to race, color, creed, national origin, religion, sex, sexual orientation, gender identity, genetic information, age, veterans' status, marital status, political affiliation or physical, mental or medical disability unrelated to the ability to engage in activities involved with the job as specified in Federal regulations, North Dakota State Law, and UND policy.

Sexual Orientation also led me to the Harassment/Discrimination page from the Affirmative Action Office webpage.

They have videos featured on their home page and Global UND is one of the videos.

INSTITUTIONAL BENCHMARKING

Name of Institution: University of Pittsburgh – Johnstown
URL: http://www.upj.pitt.edu/

HOME PAGE

Analysis of Visual Elements

Diversity of individuals represented in photos? yes no

Pictures of international locations? yes no

Alt tags for visual elements included in source code? yes no

Comments: Only one photo on the home page with two women of color front and center and seven Caucasian students behind them. Many of the alt tags have "Click for more information" as the alt text.

Analysis of Content

EEO statement included? yes no

Key terms included on home page:

International

Key terms included in menu headings? yes no

International & ... (can't read rest of heading; cut off)

Key terms included in menu subheadings/dropdown menus? yes no

"Study Abroad" under Academics

Comments: Page is poorly designed with overlapping and cut off text.

DIVERSITY PAGE

Name of Office: Office of Equity and Inclusion

Mission Statement/ Statement of Purpose:

"...strive to achieve broader levels of intercultural engagement and deeper respect for our common humanity. ... our goal is to enrich living-learning environment, adding luster to institutional distinctiveness and taking us closer to fulfilling America's promise."

Events calendar available? yes no

Classes, workshops, or training offered? yes no

Comments: More an ombudsman/advocacy/compliance monitoring function to this office.

Provost's Faculty Diversity Seminar "offers ten faculty members seminar fellowships to redesign their courses to be more inclusive in terms of race and gender."

INTERNATIONAL PAGE

Name of Office: Office of International Services

Mission Statement/ Statement of Purpose:

"committed to providing exceptional service to international and American students who are eager to globalize their education and prepare for real world experiences. "

Events calendar available? yes no

Classes, workshops, or training offered? yes no

Comments: Top 10 reasons to attend pages offered in Arabic, Chinese, Hindi, and Spanish. Site also includes information on International Studies programs available. This is a "flexible program that can be completed by any major, and can be a supplement to any degree program. The curriculum

addresses the important international aspects of life today, and also serves as an excellent career preparation for a variety of areas. ...can be structured to fit degree programs without requiring more than four years, and often includes a study-abroad experience.” The site also has a faculty resource area with information about grants available to faculty to do research and develop a global curriculum. Scholarship for Women in Global Leadership.

PUBLIC OUTREACH PAGE

Name of Office: Unclear

Mission Statement/ Statement of Purpose:

Events calendar available? yes no

Classes, workshops, or training offered? yes no

Comments: There is an Office of Community Education and Outreach, but this seems more like a continuing or community education program. A search of the school’s website turns up a news item about the school earning a place on the President’s Higher Education Community Service Honor Roll with their programs “@ Your Service,” a one-week during which volunteers choose from a variety of volunteer opportunities designed to address areas of vital importance to both the school and the community including health promotion, veteran outreach, and education; RealWorld Action Program, the centerpiece of co-curricular and student development initiatives, offers students the opportunity to develop customized personal and professional development plans to develop as agents of positive change in our communities and our world; and Habitat for Humanity Alternative Spring Break. Some good outreach but not very good communication about how to become involved.

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Spanish Club held Latin American Cultural Celebration. Diversity of Vision Art Fair 2005. Worlds of Diversity Fair 2007. Diversity Goal on President’s website has four initiatives (1. greater sensitivity and understanding of diversity; 2. recruit and retain from underrepresented groups; 3. prepare students to function in diverse and dynamic workplace; and 4. prepare students to function in an international environment and globally connected and changing world.). Office of the President also has a Diversity Working Group that advises the President, develops programs to enhance awareness, and develop goals for school’s five-year plan. School has a PFLAG chapter. Student groups listed under “Special Interest” include: UPJ (a GLBT support group), Black Action Society, College Democrats, College Republicans, Environmental Awareness Society, Japanese Anime Club. Disability Services not only has very nice comprehensive information for students who need accommodation, but also has great information for faculty who may have a student with a disability in their class. There is also information for employees who may need accommodation.

INSTITUTIONAL BENCHMARKING

Name of Institution: **University of St. Thomas, St. Paul, MN**
URL: http://www.stthomas.edu/

HOME PAGE

Analysis of Visual Elements

Diversity of individuals represented in photos? yes no X
Pictures of international locations? yes no X
Alt tags for visual elements included in source code? yes X no
Comments: Not a lot of photos on the home page, just one.
Only some alt tags, not all pictures tagged.

Analysis of Content

EEO statement included? yes no X
Key terms included on home page:

Key terms included in menu headings? yes X no
If yes, list terms: Diversity, International x2

Key terms included in menu subheadings/dropdown menus? yes X no
If yes, list term and major heading under which it falls: Ability, Age, Climate, Disability,
Diversity, Inclusion, International, Multicultural, Nationality [national origin], Race,
Religion (Spirituality), Sexual Orientation, Socioeconomic [background] Status

Comments:
The diversity link from the home page goes to a "Commitment to Diversity" page. It's short and from there, you can link to the Diversity webpage

DIVERSITY PAGE

Name of Office: **Office of Institutional Diversity (but the page is simply called "Diversity" and no where on it does it have the name of the department.)**

Mission Statement/ Statement of Purpose:
"Our Commitment to Diversity" Diversity is an indispensable component of academic excellence and holistic development. As a Catholic university and the largest private institution of higher learning in Minnesota, St. Thomas has both an extraordinary opportunity and a special responsibility to create and maintain a climate that affirms diversity of persons as well as diversity of views. A commitment to diversity means a commitment to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community. Among these characteristics are race, ethnicity, national origin, gender, age, socioeconomic background, sexual orientation, geographic and linguistic background, religion, and physical ability. As we harness the power of diversity, we will provide students, faculty, and staff a university experience rich in perspectives and opportunities to learn from each other.

Events calendar available? yes X no
If yes, list sample events: "Community Series" Speakers
Classes, workshops, or training offered? yes X no X

If yes, list samples: [They] are committed to expanding the vision for diversity, training for diversity competencies in both the workplace and learning environment, and coordination of campus diversity events – but I couldn't find any trainings or workshop offerings

Comments:

INTERNATIONAL PAGE

Name of Office: **International Student Services**

Mission Statement/ Statement of Purpose:

The mission of ISS is to provide high quality services and immigration advising to international students and scholars while supporting them in pursuit of their educational and personal goals, and to promote their full functioning in the U.S. and integration into the University of St. Thomas.

Events calendar available? yes no

If yes, list sample events: They do have some regularly planned programming: Global Tommies, Friendship Family program, Culture Link Tea, International Mentors

Classes, workshops, or training offered? yes no

If yes, list samples:

Comments: They also have an International Programs webpage for study abroad, which is very minimal and points to the Office of International Student Services and International Admissions.

PUBLIC OUTREACH PAGE

Name of Office: **Center for Intercultural Learning & Community Engagement (c. 2008)**

Mission Statement/ Statement of Purpose:

CILCE's work provides a direct connection to the mission of the UST by nourishing a spirit of service and intercultural learning to advance the common good. CILCE supports various campus, community engagement, and intercultural learning programs, and facilitates the collaboration between our campus and the community at large. In order to achieve this goal, CILCE fosters sustainable relationships with community partners and provides resources and development opportunities for the UST community.

Events calendar available? yes no

If yes, list sample events: They have a listing of upcoming events, but not a calendar per se...Convo Conversation - speaker

Classes, workshops, or training offered? yes no

If yes, list samples:

Comments: The School of Social Work has a Community Engagement webpage dedicated to Social Work for Social Justice

ENTIRE SITE

Observations from key term search (cultural (articles and links to international pages), culture (mentions of study abroad), intercultural (see department above, some about intercultural communication as it relates to communicating with people from other

countries), international (relates to programs, recruiting in Admissions, faculty development), multicultural (mention of scholarships, multicultural forum on workplace diversity, Multicultural Excellence program), diversity (7,930 results - [Their] commitment to Diversity is an indispensable component of academic excellence and holistic development., diversity inclusion and scholarship with study abroad, Diversity Leadership Awards), race (race and ethnicity research guides at the library, race, class and gender guide), gender (women's studies, international recruiting and admissions), ethnicity (finding publications at the library), nationality (nothing related to diversity), religion (8,610 results - Equal Employment Opportunity Notice is listed under Student Policies the subheading of General (after undergraduate and graduate - this includes non discrimination based on "race, color, creed, religion, ancestry, national origin, sex, sexual orientation, disability, age, marital status, or status with regard to public assistance. With respect to religion and creed, as permitted by law, the university reserves the right to exercise discretion in employment decisions to employ persons who share and are committed to the values and mission of the university.", they also have an Affirmative Action Statement, which is worded exactly the same as the previous.), sexual orientation (1230 results - they have a hate crimes and Bias-Motivated Incidents Policy from November 14, 2007 that was a stand alone document, classes through the office of Social Work), socioeconomic status (again recognition by the School of Social Work), ~~ability~~, disability (self disclosure, Enhancement Program - Disability Services has its own page for students - couldn't find anything for staff/faculty), religious (9,270 results - St. Paul Seminary - School of Divinity), ~~political~~, politics (as they relate to study abroad, Christian Politics through their school of law, women's studies), student ratio, faculty ratio (10,534 total: 6,176 undergraduate and 4,358 graduate, Students of color: 13.8 percent of undergraduates and 13.7 percent of the graduate student population, International students : 300 students from other countries, Student-faculty ratio: 15:1), recruit, recruitment (international admissions), minority (scholarships, as a way to refer to people from diverse backgrounds), facts and figures)

Additional Key Terms: Age, Campus Climate (mention in relation to diversity - don't see surveys), Class, Climate, Equity (in relation to education availability for all), Global, Inclusion, Social Justice (through the school of law and campus ministry), Veteran status

INSTITUTIONAL BENCHMARKING

Name of Institution: UW – Eau Claire
URL: www.uwec.edu

HOME PAGE

Analysis of Visual Elements

Diversity of individuals represented in photos? yes X no ___
Pictures of international locations? yes ___ no X
Alt tags for visual elements included in source code? yes ___ no ___
Comments:
Story about Fulbright winners, so some mentioning of international (“Preparing world citizens”)

Analysis of Content

EEO statement included? yes ___ no X
Key terms included on home page:
Key terms included in menu headings? yes ___ no X
If yes, list terms:
Key terms included in menu subheadings/dropdown menus? yes X no ___
If yes, list term and major heading under which it falls: International students, nontraditional students
Comments:

DIVERSITY PAGE

Name of Office: Office of Multicultural Affairs
Mission Statement/ Statement of Purpose:
none
Events calendar available? yes X no ___
If yes, list sample events: Fall banquet (2011)
Classes, workshops, or training offered? yes ___ no ___
If yes, list samples:
Comments:
Link to donate money (foundation page)
Link to the different student orgs (BSA, Hmong Student Assoc., Native American Students Assoc., Student Organization of Latinos)

INTERNATIONAL PAGE

Name of Office: Center for International Education
Mission Statement/ Statement of Purpose:

Information for all constituent groups, so here's the link:

<http://www.uwec.edu/cie/index.htm>

Events calendar available? yes X no

If yes, list sample events: Information table dates, due dates

Classes, workshops, or training offered? yes no X

If yes, list samples:

Comments:

Nice page for students interested in studying abroad, with photos and lots of information

Information on how to host a visiting scholar or how to work abroad as faculty/staff

PUBLIC OUTREACH PAGE

Name of Office: Center for

Service Learning

Mission Statement/ Statement of Purpose:

None; talks about the degree requirement

Events calendar available? yes no X

If yes, list sample events:

Classes, workshops, or training offered? yes no X

If yes, list samples:

Comments:

Very hard to find the office in the search; only school in the UW System to require 30 hours of service learning for graduation "All candidates for the baccalaureate degree at the [University of Wisconsin - Eau Claire](#) must satisfactorily complete 30 or more clock-hours of approved service-learning activity. This requirement is intended to provide students with an opportunity to serve their community, apply knowledge gained in the classroom, enhance their critical thinking skills, and become informed, ethical, responsible, and active citizens."

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Good list of services for students with disabilities including links for Housing, Parking, Health Services and Veterans Services; also divided into sections for different populations (students, faculty, etc.)

Have a Domestic Intercultural Immersion Experience Program

(<http://www.uwec.edu/Undergrad/DII.htm>): A domestic intercultural immersion experience at UW-Eau Claire is defined as a guided, critically- reflective intercultural

experience outside the classroom designed to challenge and transform students' perspectives regarding cultural norms and values. People's beliefs, customs, experiences and environment create shared ways of perceiving and engaging in the world. Through dialogue and relationship building, students become more aware of and reflect on multiple perspectives. Guided, critical reflection is a key component to students' transformations as they seek a deeper understanding of another culture as well as their own. A meaningful engagement within the cultural environment inspires students to analyze the foundational assumptions that govern their thoughts and actions.

INSTITUTIONAL BENCHMARKING

Name of Institution: U_WI_Lacrosse
URL: http://www.uwlax.edu/

HOME PAGE

Analysis of Visual Elements

Diversity of individuals represented in photos? yes no

Pictures of international locations? yes no

Alt tags for visual elements included in source code? yes no

Comments: Website home page is very easy to navigate and it is easy to find information about groups on campus. No diversity shown in the pictures, but students are on location in Costa Rica for a class which does show global exposure. They also have one entire header at the top of the home page devoted entirely to diversity.

Analysis of Content

EEO statement included? yes no

Key terms included on home page:

Diversity

Key terms included in menu headings? yes no

If yes, list terms: Diversity

Key terms included in menu subheadings/dropdown menus? yes no

If yes, list term and major heading under which it falls: Diversity, campus climate, inclusive excellence, pride center, multicultural student services, cultural diversity and community renewal, disability resource center, latino collaborative, and international education.

Comments: The content of the home page includes 13 subheadings under the diversity heading of different groups, initiatives, departments, and activities on campus. This is right on the home page with easy to access links and covers all aspects of community engagement, global studies, and diversity/equity.

DIVERSITY PAGE

Name of Office: Office of Affirmative Action and Diversity

Mission Statement/ Statement of Purpose:

UW-L values diversity both in our programs and in the people who learn and work here. We are committed to ensuring an intellectually challenging, welcoming, and respectful learning environment for all people of diverse perspectives, races, ethnic backgrounds, ages, genders, religions, sexual orientations, abilities, socioeconomic status, family situations, national origins, and other individual differences.

Events calendar available? yes no

If yes, list sample events: Self Defense Clinic, Queer Cinema, Celebration of Accomplishments, Inclusive Friday, Poet Activist

Classes, workshops, or training offered? yes no

If yes, list samples: Teaching For Diversity (TFD), Murphy Library Diversity Resources, Research & Resource Center for Campus Climate (Campus Climate), Inclusive Fridays

Comments: LaCrosse had a great website devoted to diversity. Especially the staff training website: Staff Training: The UW-L campus community has expressed a need to have staff training on a variety of topics and concerns that affect our working environment. A joint group consisting of personnel from Affirmative Action, Human Resources, Campus Climate & Diversity, and Disability Resource Services conducted a survey to determine what training would be most helpful and how it could be most effectively delivered (http://www.uwlax.edu/HUB/staff_training.htm). There are also many initiatives listed online, Diversity Dialogues, Initiatives, Diversity Committees, and they are also doing Inclusive Excellence (similar to U_WI_Stout). - <http://www.uwlax.edu/general/diversity/> Great website.

INTERNATIONAL PAGE

Name of Office: Office of International Education

Mission Statement/ Statement of Purpose:

The Office of International Education is responsible for a variety of international programs of the university including:

- International student recruitment and admissions
- Advising and support services for enrolled international students
- Student exchange and study abroad programs for UW-L students
- Faculty Development in International Education
- Visiting Scholar Services

Events calendar available? yes X no ___

If yes, list sample events: International Education Committee, Global Friday, International Banquet, International Coffee Hour

Classes, workshops, or training offered? yes X no ___

If yes, list samples: La Crosse International Friendship Exchange, International Student Organization

Comments: The International Office of Education's main focus is on international education and integrating students into campus life at LaCrosse and also having students go out into the world and take part in global programs. Their website is easy to access information and gives banner links to key events and programs.

PUBLIC OUTREACH PAGE

Name of Office: Community Outreach

Mission Statement/ Statement of Purpose:

None – Community Outreach is not necessarily an office, but a heading listed online to house different types of outreach available at UWLAX – Youth Programs, Senior Programs, Lectures, Business Development, and Continuing Education are a few of the programs that they offer

Events calendar available? yes X no ___

If yes, list sample events: La Crosse Exercise & Health Program, Continuing Education & Extension

Classes, workshops, or training offered? yes X no ___

If yes, list samples: Business Education Outreach Programs, Planetarium, Theater Schedule, Mississippi Valley Archaeology Center events & displays, and Multicultural Student Services

Comments: The Public Outreach at UWLAX is more like a housing for information that effects the community at large through public meetings, groups, instructive seminars, free programs, and listings for where to get involved in the UWLAX community and the community of LaCrosse at large.

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Diversity, race, gender, nationality, disability services, politics, sexual orientation, recruitment, ratios of faculty/students, culture, international, and intercultural services are all easy to access on the UWLAX website. They offer a variety of classes, seminar, groups, information and training to stay and get involved on and off campus. Well done, and for the size of the school it is really well done!

Events calendar available? yes ___ no X

If yes, list sample events:

Classes, workshops, or training offered? yes X no ___

If yes, list samples: Leadership Institute, SEED Seminars, Sexual Harassment Information Sessions, Division Level Representative Sessions, Respect and Sensitivity in the Workplace, Graduate Assistant Equity Workshops , Women in Science and Engineering Leadership Institute (WISELI), and the Annual Campus Diversity Forum

Comments:

It appears that there many efforts on campus focused on inclusion and diversity on campus, but also the University has had to defend its enrollment numbers in the past from underrepresented groups. As recent as September 2011, a headline on the news page of the website read, "UW-Madison responds to attacks on diversity efforts." The Annual Campus Diversity Forum appears to have been well attended and received, so it appears that strides are being made in this area for more growth and opportunity. The presence is felt on campus of this group because of its far reaching number of workshops and seminars offered.

INTERNATIONAL PAGE

Name of Office: **International Institute - General International Page with many groups represented**

Mission Statement/ Statement of Purpose:

UW-Madison is nationally recognized for its extensive choices for study-abroad opportunities, language instruction, worldwide research and international student enrollment. Consistently ranked in the top 10 for the number of students studying abroad, the university offers more than 180 programs in more than 70 countries. More than 4,000 international students, representing 131 countries, are enrolled at UW-Madison.

Events calendar available? yes X no ___

If yes, list sample events:

Classes, workshops, or training offered? yes X no ___

If yes, list samples:

Comments:

The international page has over 20 links available for people to search a wide ranging array of topics, from: Global Health Initiatives, to Research Centers and Programs, and evening to learning about internships and the International Learning Community for undergraduate residents in the residence halls to learn more about the cultures of their peers. Resources are available for students, faculty, staff, and alumni for most the international programs and topics discussed. There is also a page called WISCONSIN WORLDVIEW: A virtual space where UW-Madison's global community can interact with the university and each other. This has a far reaching impact to connect alumni and students with communities worldwide.

PUBLIC OUTREACH PAGE

Name of Office: **Public Service – Web page hosting a wide range of offices pertaining to everything that is with public service**

Mission Statement/ Statement of Purpose:

For more than a century, the university has been guided by the Wisconsin Idea, a tradition first stated by UW President Charles Van Hise in 1904. Van Hise declared that he would “never be content until the beneficent influence of the university reaches every family in the state.” Today that belief permeates the university’s work, fostering close working relationships within the state, throughout the country and around the world.

Events calendar available? yes X no

If yes, list sample events: Tax workshops for underrepresented people, community farmers market, and The Wisconsin Idea finder, “a searchable database including just some of the many ways in which UW–Madison faculty, staff and students partner with businesses, organizations and communities across the state.”

Classes, workshops, or training offered? yes X no

If yes, list samples: Career workshops offered to UW-Madison community and the community at large, Small Business Center and Development opportunities, and Campus Community Partnership Team — supporting a healthy learning community on campus.

Comments:

The Public Service web page is set up very similarly to the International Page, in that there are a wide range of initiatives and groups to be a part of and to get more information on through this portal. It is conveniently located on the home page of the University’s website, and appears to be a core focus of the University. Public Outreach is centered around 4 premises, Community Outreach, Business and Industry, Continuing Education, and Youth Programs. The “Wisconsin Idea,” coined in the mission statement on the page is the overarching mechanism that binds all of the information together in this genre. The community partnerships that have been forged between the UW-Madison and the great Wisconsin area is far reaching and covers most of the areas of study at the University.

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Overall, the UW-Madison has plenty of information regarding involvement in our 3 core groups that we are researchers. Most of the key words appeared while searching for them on the website, and there were even statistics for international students which I had not seen clearly when compared to other schools. The Public Service and International Programs offered were very wide ranging and all encompassing, and their proximity on the web page being right in the headers made it easy to see the initiatives that are being offered on campus at this time. The only updates could be made to the diversity portion of the webpage, as it seems dated compared to the other 2 areas, and of course the negative press that has been seen with diversity of the student body in years past.

INSTITUTIONAL BENCHMARKING

Name of Institution: University of Wisconsin – River Falls
 URL: http://www.uwrf.edu/

HOME PAGE

Analysis of Visual Elements

Diversity of individuals represented in photos? yes no
 Pictures of international locations? yes no
 Alt tags for visual elements included in source code? yes no
 Comments: There are just barely people of color in photos on the home page. Very good alt tags.

Analysis of Content

EEO statement included? yes no
 Key terms included on home page:
 Community, Global
 Key terms included in menu headings? yes no
 Key terms included in menu subheadings/dropdown menus? yes no
 Comments: Some of the drop-downs on the home page are in code (e.g., D2L, eSIS), so it's hard to know what will be found.

DIVERSITY PAGE

Name of Office: Office of Equity, Diversity, and Inclusion
 Mission Statement/ Statement of Purpose:
 "...dedicated to the mantra of Inclusive Excellence making diversity, equity, and inclusion a part of the fabric of the University of Wisconsin-River Falls. ... encourage and support UWRF faculty, staff, and students in a professional environment to acquire greater knowledge, understanding, awareness and appreciation of diverse cultures and ethnicities and to actively support tolerance, civility, and respect for the rights and sensibilities of each person."
 Events calendar available? yes no
 Classes, workshops, or training offered? yes no
 Comments: Site has links to accessibility information, EEO/AA statements, Campus Climate reports, etc., but nothing that calls people to action. Had to search for "diversity" to find this office. It's not linked anywhere. The search also found a Diversity & Inclusivity page that lists academic departments and program initiatives, diversity committees, diversity offices (e.g., admissions multicultural resources, disability services, international student services, sociocultural programming), events, and scholarships. The search also found a calendar of events under "Student Life" that includes events for Black History Month, LGBT, History Month, Social Justice Programming, and Women's History Month as well as other events (e.g., book club currently reading Hmong memoir, lecture by Kip Fulbeck). Overall, it seems that diversity and inclusion is a priority of UWRF, but there is no appearance of priority on the university's home page.

INTERNATIONAL PAGE

Name of Office: Global Connections (referred to as Global Connections Office elsewhere on the site)
 Mission Statement/ Statement of Purpose:
 None found.
 Events calendar available? yes no
 Classes, workshops, or training offered? yes no
 Comments: Another confusing organizational structure. Global Connections Office has information about studying abroad and orientation resources for those going abroad. There is also a Global & Diversity Initiatives page that seems to also be focused on sending students abroad to learn. For an institution that deliberately puts "GLOBAL" on their home page, there is surprisingly little international activity *on campus*.

PUBLIC OUTREACH PAGE

Name of Office: None.

Mission Statement/ Statement of Purpose:

Events calendar available? yes ___ no x

Classes, workshops, or training offered? yes ___ no x

Comments: No unified office. Several departments have public outreach components, most notably the St. Croix Institute for Sustainable Community Development. The only office called an “outreach office” is more of a continuing education department. There is a page under “Student Life” that lists current agencies who need volunteers. This page includes good information about the agencies and how to become involved. It does not appear that UWRF students are encouraged in particular to volunteer or reach out to the community, however.

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

University academic requirements – students must take one course in American Cultural Diversity and one in Global Perspectives. Search for culture reveals a Counseling Services page on culture shock for international students, which is interesting, since there are no other obvious resources for international students. Keyword intercultural bring results of courses available; lots of courses on intercultural communication. Search for race brings up mostly sporting events, with a few courses and programs that address race issues and concerns. UWRF has gender-neutral bathrooms and a list of where to find them across campus. Lots of links for support for sexual orientation and gender issues and GLBT alliances. Keyword religion turns up mostly non-discrimination policies, but one site on student organizations with a religious theme. Disability services is handled by an office called Ability Services. Everything else at UWRF references a disability, and within the Ability Services pages, they reference the Disability Services Office. A search for keyword political brings up mostly political science courses.

Overall, it is very difficult to find things on this website. The home page is rather cryptic in its choice of words, and there is no clear prioritization of anything. Different offices with seemingly the same mission are called different things, and to be able to find them, you have to do a keyword search.

INTERNATIONAL PAGE

Name of Office: **Office of International Education**

Mission Statement/ Statement of Purpose:

The Office of International Education assists and coordinates international activities throughout the university, including:

- Facilitating student exchange and study abroad programs
- Recruiting and providing support services for international students
- Assisting faculty and staff in international efforts

Events calendar available? yes X no

If yes, list sample events: International Student Open Forum

Classes, workshops, or training offered? yes X no

If yes, list samples: "How to find a Co-op for International Students"

Comments: It seems that most of this department is focused towards international studies and student programs for study abroad – Not consistent with what our Global Programs and Studies office achieves, but they do provide nice programs for their international students to feel more at home while at Stout.

PUBLIC OUTREACH PAGE

Name of Office: **NO OFFICE**

Mission Statement/ Statement of Purpose:

NONE

Events calendar available? yes no X

If yes, list sample events:

Classes, workshops, or training offered? yes no X

If yes, list samples:

Comments: No office devoted to anything to do with public engagement, civic engagement, social engagement – Just continuing education and civic engagement classes for students to take regarding activism in their community.

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Stout offers good introductory programs for diversity and inclusion on their campus. They have an inclusive excellence steering committee that is working towards 7 main goals and comes with an action plan of meeting these goals with a timeline by 2015. This shows initiative. Their intro programs for ESL and international programs cover many topics that allows students to feel more accepted on campus. For a school of this size, they have a lot of group activities that are easy to find just by typing diversity in the search bar. Other searchers that provided good information were ethnicity, sexual orientation, disability, religious, ratios, and recruitment.

INSTITUTIONAL BENCHMARKING

Name of Institution: Winona State University
URL: www.winona.edu

HOME PAGE

Analysis of Visual Elements

Diversity of individuals represented in photos? yes ___ no X
Pictures of international locations? yes ___ no X
Alt tags for visual elements included in source code? yes X no ___
Comments:
Very campus-event focuses, but no diversity events were listed

Analysis of Content

EEO statement included? yes ___ no X
Key terms included on home page:

Key terms included in menu headings? yes ___ no X
 If yes, list terms:
Key terms included in menu subheadings/dropdown menus? yes ___ no X
 If yes, list term and major heading under which it falls: International Programs, Outreach
 & Continuing Ed (Academics)
Comments:

DIVERSITY PAGE

Name of Office: Inclusion and
Diversity Office

Mission Statement/ Statement of Purpose:

Winona State University and the Inclusion & Diversity Office are committed to cultural diversity and support by building an inclusive community through co-curricular education, community outreach, acceptance, and respect of issues related to race, ethnicity, national origin, gender, age, beliefs, ability levels, economic status, sexual identity, gender identity, and religion.

You will find information about our programs and services, scholarships, cultural diversity and outreach, cultural clubs, a calendar of events, and a bi-annual newsletter in this site.

Events calendar available? yes X no ___
 If yes, list sample events: list of events; Tri-state human rights conference; analysis of movies about racial issues; Native American rights retrospective

Classes, workshops, or training offered? yes ___ no ___
 If yes, list samples: List of programs offered for students (summer academy, program for transfer students, etc.), but no specific classes

List of clubs with student and advisor contact info

Comments:

Have a kiosk where students can stop. Like the idea of being out and visible instead of hidden in an office.

INTERNATIONAL PAGE

Name of Office: International

Programs

Mission Statement/ Statement of Purpose:

Variety of statements explaining different programs

(<http://www.winona.edu/internationalprograms/>)

Events calendar available?

yes ___ no X

If yes, list sample events:

Classes, workshops, or training offered?

yes ___ no X

If yes, list samples:

Comments:

Really focused on study abroad and in-coming international students

PUBLIC OUTREACH PAGE

Name of Office: Outreach and

Continuing Education

Mission Statement/ Statement of Purpose:

The Outreach & Continuing Education Department (OCED) is responsible for extending the reach of Winona State University by offering credit, non-credit, and CEU-based courses and workshops to individuals and businesses across southeast Minnesota. We provide lifelong learning opportunities to students of all ages and help businesses strengthen the skill sets of their employees. From traditional classroom courses to online classes, hands-on field experience, youth summer camps, and customized workshops, our mission is to provide dynamic leadership that supports quality learning programs for diverse audiences through innovative continuing education and outreach experiences.

Events calendar available?

yes ___ no X

If yes, list sample events:

Classes, workshops, or training offered?

yes ___ no ___

If yes, list samples: Continuing Ed course listings, Lifelong learning, etc.

Comments:

Very focused on education; references to service learning are in departments; no real links to "community engagement"

ENTIRE SITE

Observations from key term search (cultural, culture, intercultural, international, multicultural, diversity, race, gender, ethnicity, nationality, religion, sexual orientation, socioeconomic status, ability, disability, religious, political, politics, student ratio, faculty ratio, recruit, recruitment, minority, facts and figures)

Disability Services page has applications available on the landing page; lots of links with info on laws, rules, etc.

May be in the process of “reskinning” the web page because there are very different looks depending on which page you are on.

No specific GLBT pages; just links to possible resources available in the state