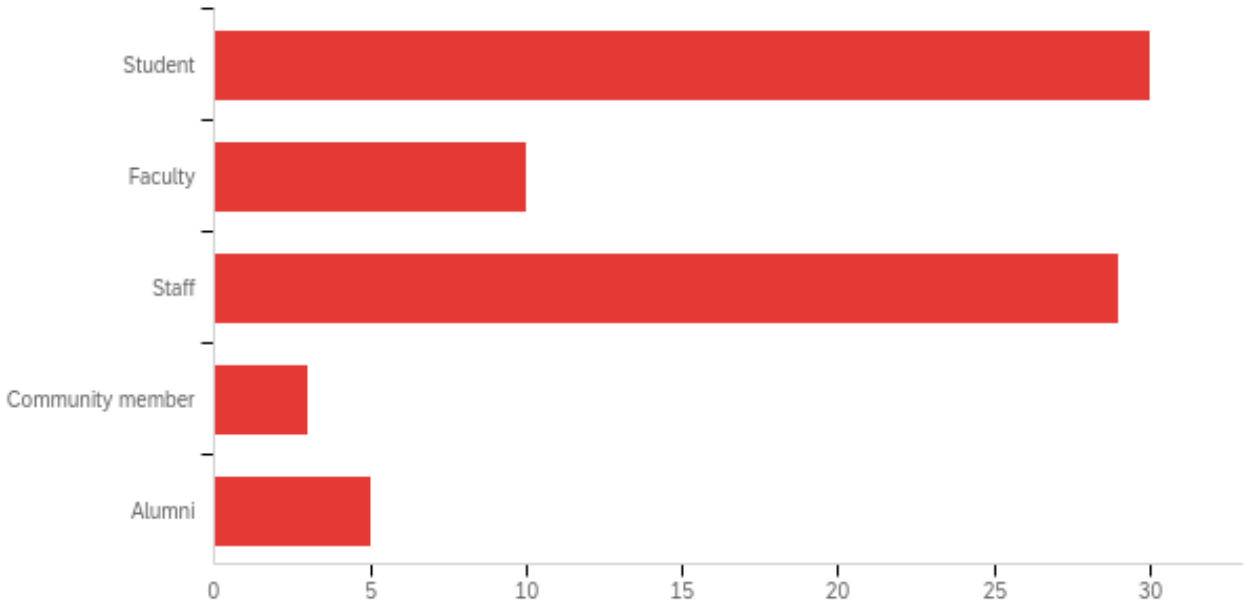
Feedback on UND Strategic Plan

October 21st 2022, 7:13 am MDT

Report Created by University Analytics & Planning

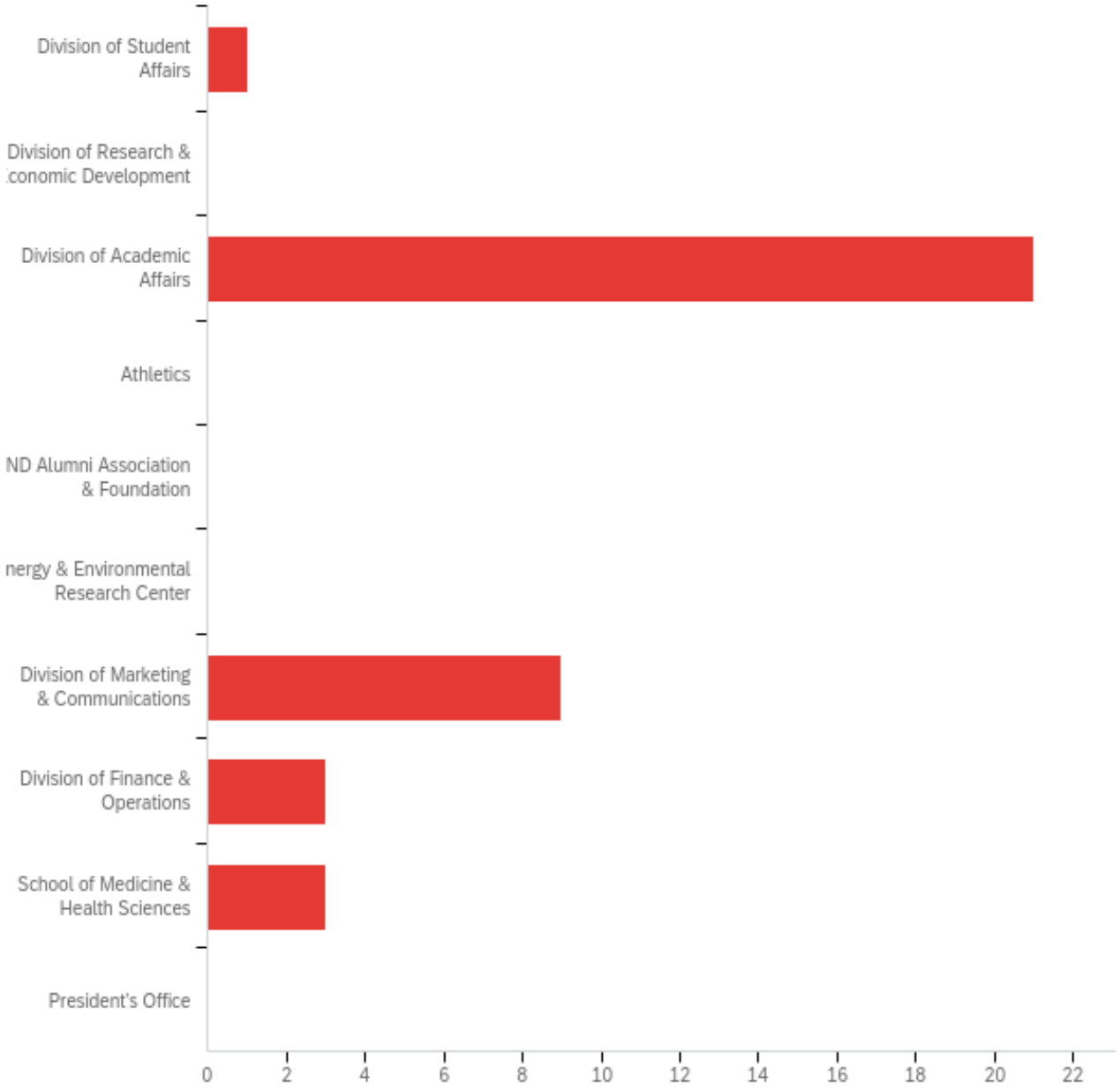
NOTE: All names, titles, and/or descriptions clearly identifying an individual(s) were replaced with "INFORMATION REDACTED".

Q6 - What is your affiliation with UND?



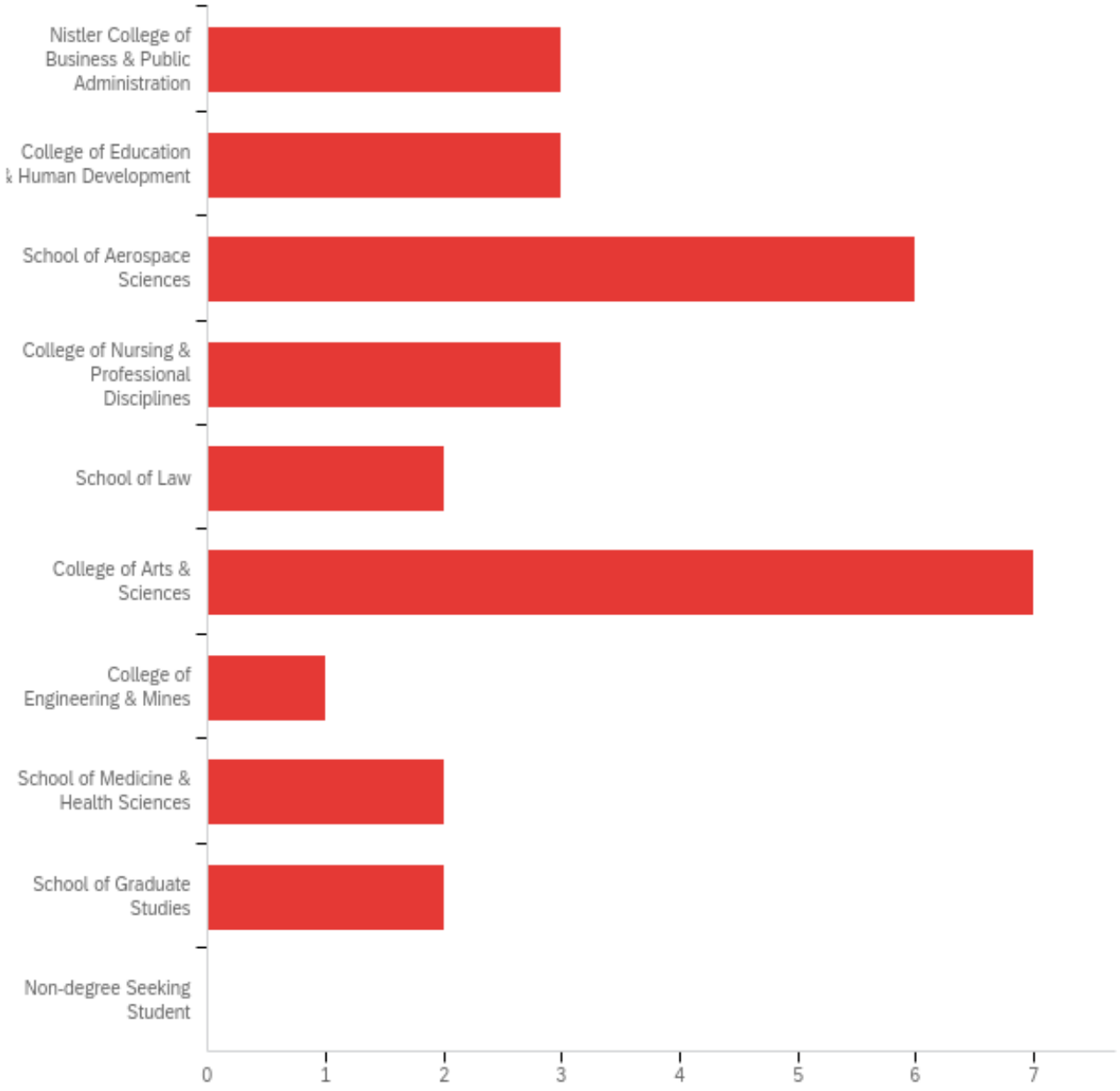
#	Answer	%	Count
1	Student	38.96%	30
2	Faculty	12.99%	10
3	Staff	37.66%	29
4	Community member	3.90%	3
5	Alumni	6.49%	5
	Total	100%	77

Q8 - As a UND faculty or staff member, what division are you affiliated?



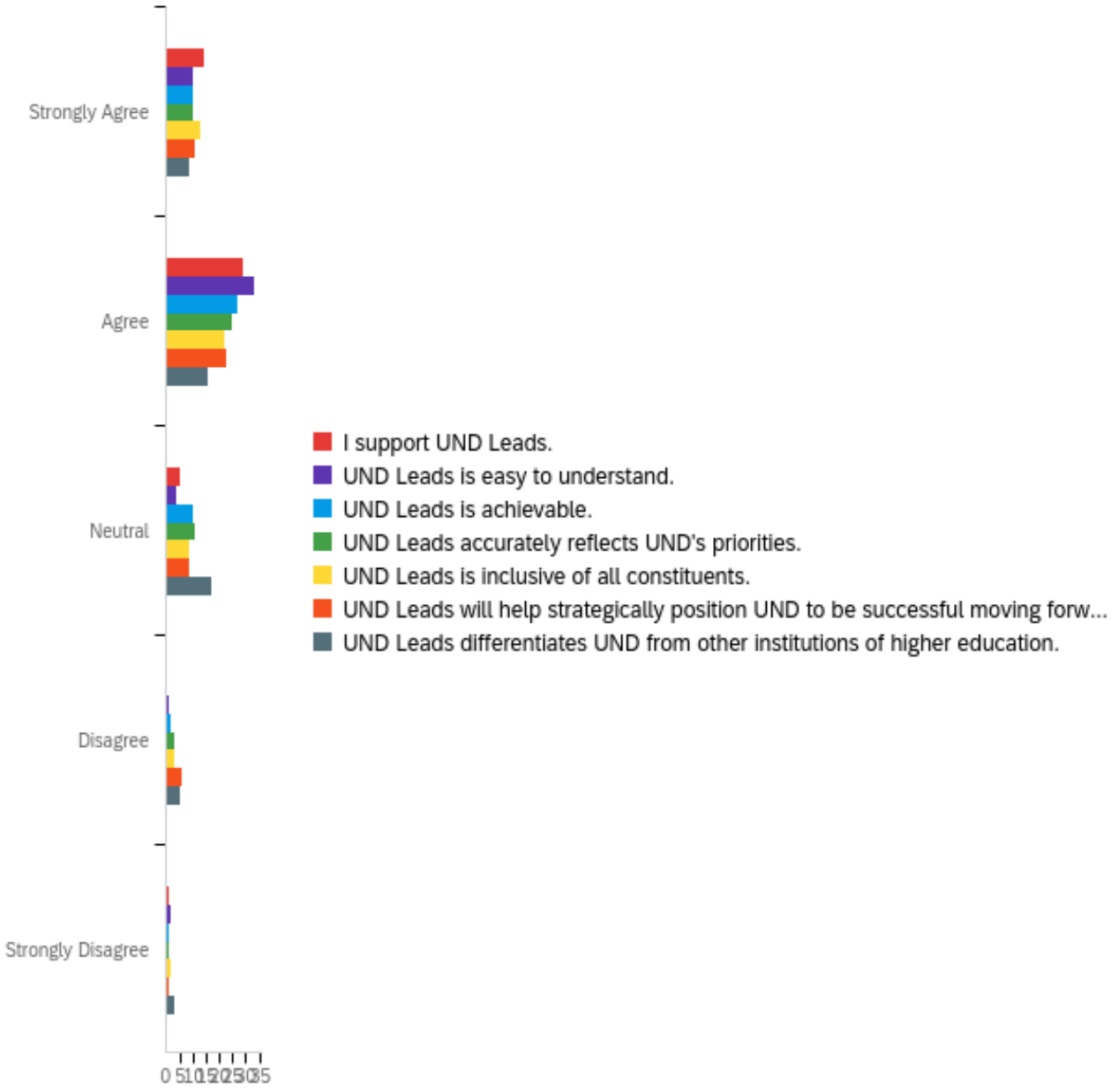
#	Answer	%	Count
4	Division of Student Affairs	2.70%	1
5	Division of Research & Economic Development	0.00%	0
6	Division of Academic Affairs	56.76%	21
7	Athletics	0.00%	0
8	UND Alumni Association & Foundation	0.00%	0
9	Energy & Environmental Research Center	0.00%	0
10	Division of Marketing & Communications	24.32%	9
11	Division of Finance & Operations	8.11%	3
12	School of Medicine & Health Sciences	8.11%	3
13	President's Office	0.00%	0
	Total	100%	37

QID7 - As a UND student, what college/school is your primary program located?



#	Answer	%	Count
1	Nistler College of Business & Public Administration	10.34%	3
2	College of Education & Human Development	10.34%	3
3	School of Aerospace Sciences	20.69%	6
4	College of Nursing & Professional Disciplines	10.34%	3
5	School of Law	6.90%	2
6	College of Arts & Sciences	24.14%	7
7	College of Engineering & Mines	3.45%	1
8	School of Medicine & Health Sciences	6.90%	2
9	School of Graduate Studies	6.90%	2
10	Non-degree Seeking Student	0.00%	0
	Total	100%	29

Q2 - UND's Proposed New Strategic Plan: UND Leads Please indicate your agreement with the following statements below.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I support UND Leads.	1.00	5.00	1.88	0.75	0.56	49
2	UND Leads is easy to understand.	1.00	5.00	2.04	0.85	0.72	50
3	UND Leads is achievable.	1.00	5.00	2.14	0.85	0.72	50
4	UND Leads accurately reflects UND's priorities.	1.00	5.00	2.20	0.89	0.80	50
5	UND Leads is inclusive of all constituents.	1.00	5.00	2.16	1.02	1.03	49
6	UND Leads will help strategically position UND to be successful moving forward.	1.00	5.00	2.26	1.00	0.99	50
7	UND Leads differentiates UND from other institutions of higher education.	1.00	5.00	2.54	1.08	1.17	50

#	Question	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total
1	I support UND Leads.	28.57%	14	59.18%	29	10.20%	5	0.00%	0	2.04%	1	49
2	UND Leads is easy to understand.	20.00%	10	66.00%	33	8.00%	4	2.00%	1	4.00%	2	50
3	UND Leads is achievable.	20.00%	10	54.00%	27	20.00%	10	4.00%	2	2.00%	1	50
4	UND Leads accurately reflects UND's priorities.	20.00%	10	50.00%	25	22.00%	11	6.00%	3	2.00%	1	50
5	UND Leads is inclusive of all constituents.	26.53%	13	44.90%	22	18.37%	9	6.12%	3	4.08%	2	49
6	UND Leads will help strategically position UND to be successful moving forward.	22.00%	11	46.00%	23	18.00%	9	12.00%	6	2.00%	1	50
7	UND Leads differentiates UND from other institutions of higher education.	18.00%	9	32.00%	16	34.00%	17	10.00%	5	6.00%	3	50

Q3 - Missing From Proposed New Strategic Plan: UND Leads What is missing from UND Leads? [Please number each item within the text box below]

Missing From Proposed New Strategic Plan: UND Leads What is missing from UND Leads? [Please number each item within the text box below]
1. The campus is located in or adjacent to what has become Grand Forks' least affluent and most run-down parts of town. Partially as a result of unregulated property acquisition, much of what was once a comfortable residential neighborhood is now an investment site for real estate speculators. If UND is seriously interested in the lofty goals expressed in this draft plan for equity, fairness, and community, it might begin that quest in its own back yard. Other Universities (for example, Loyola University in Chicago and University of Wisconsin at Madison) have come up with remarkably successful plans to engage with neighborhoods that surround their campuses to the benefit of all. In some cases that involves services and opportunities for participation in university-based projects. Other strategies have focused on residential life, including training programs for students who live off campus, and opportunities for faculty to become neighborhood residents. (This latter plan has been remarkably successful at Loyola not only in improving the conditions of the neighborhood surrounding the campus, but also in making measurable improvements in faculty morale and retention.) 2. The visual and performing arts play an essential role in university communities not only because they connect students with their cultural history and train them in skills that will assist them in other theoretical and applied studies, but also because they provide an arena for creative expression and communication across wise social and economic differences. The University needs a new performing arts center to connect students and faculty with each other, and both with the larger community, 3. Whatever happened to the focus on international studies? Travel, language acquisition, study abroad, and recognition of UND's role on the planet belong somewhere in this plan. Some of these thoughts appear in the "globalization" item, but if UND does not teach foreign languages, and abandons partnership programs (such as its 20-year partnership with the University of Shanghai for Science & Technology), those sentiments ring hollow.
An emphasis on employment for our students. The vast majority of students are here to get a career. While the holistic betterment of our students is certainty a goal, but employment, and success in that employment, is why they are here. I think its important to acknowledge the true nature of student enrollment at the university rather than to use such soft language.
The plan is missing any mention of how we want these actions to impact enrollment and retention. Do we want things to grow, stay the same, etc.? Is that going to be added in metrics later on? How do we know where we are being successful or what to strive for? The plan is missing a consistent flow that helps a new audience understand it quickly.
UND Leads is missing a goal specific to enrollment. Enrollment of new students and retention of current students is what keeps the University running. Enrollment is the backbone of the institution. There should be a specific focus on enrollment, especially with the impending "enrollment cliff" that is coming.
1. More emphasis on staff. Understandably the focus should be centered on students, as they are at the core of why the institution exists, but throughout the document, it appeared as though there was more of an emphasis on students and faculty and less so on staff.
1. You are leaving out Accountability to the local neighborhoods. I'm a life long resident of 4th Ave. N. and I've seen unprecedented bad behavior in the past two years from students, especially in private rental homes. Underage drinking is out of control. Loud parties, obscene language, parking violations, public urination, etc. 2. UND should begin educating kids as they enter school, on local noise ordinance (10PM), underage drinking, parking rules, generally being courteous to your neighbors. 3. UND needs to form an office which tracks police calls and violations of students off campus and hold them accountable. (the fraternities are generally well behaved, because they are held accountable.) 4. UND needs to provide incentives for faculty/staff to purchase homes in the local neighborhood, and restore a family friendly environment. Most all the homes in my neighborhood were once owned by professors, and even a former UND president. It is a beautiful neighborhood by University Park. We need all the families we can get to keep the schools open. Thank you.

The opportunity for growth at this institution, I wish that was better supported. I think favoritism is a problem across UND.

1. The entire plan seems not to identify "value" and "results" as vital objectives of the UND enterprise. A $600M/yr enterprise is a significant investment for the community, state, and region and therefor must offer a return on that investment, i.e., must produce. Medicine, Law, CoBPA, CEM, Aerospace, EERC, and STEM parts of A&S, i.e., most of UND, are all results oriented programs where value, excellence, merit, and productive results are the expected outcome. Thus the UND Strategic Plan should highlight such objectives and values. 2. LEAD is a great mnemonic and acronym with relevant meaning. However, to address #1 above, I'd suggest E for Excellence vice Equity. The definition of the term equity is one of evolving interpretation that is currently a cultural flash point not helpful for an institution strategic plan. The concepts of equality and inclusion are fundamental but can appropriately be included at 2nd levels of the Plan.

I'd like to see more employee retention efforts aimed at helping new hires integrate into life in Grand Forks (for reference, I am a PhD student in the English department meaning I teach a 2x2 course load and function in an space in-between faculty and student). In particular, I am thinking of a program that Rutgers University has to help incoming staff purchase a home along their version of the university's corridor: https://uhr.rutgers.edu/benefits/employee-discounts/mortgage-and-real-estate-programs.

The past ten years the community has supported massive state and private investment in the campus and campus experience. Over $1B. Some mention of a world class campus is important. We Must not rest on our laurels! More emphasis on online students and experience will be critical for UND to succeed. A growing percentage of credits are earned online. A leader now continued focus on online will be imperative to be in the strategic plan in more detail

1. How does this play into enrollment/admissions priorities?

1. A focus on enrollment

Enrollment and numerical hard goals. Without focusing on enrollment, the plan feels soft and attainable without actual data and the ability to track.

1. UND Leads recognizes the existing "Grand Challenges" and expanding upon them; however, many people reading this document do know what Grand Challenges is. There should be a preample that defines Grand Challenges followed by a listing of them prior to using them in context of UND Leads.

1. I am struck and concerned by the stress continually placed on experiences “beyond” the classroom, which takes for granted and devalues the core educational experience. I see much more stated about internships, etc. than about fundamental teaching and learning. 2. Equity in work and evaluation/performance standards is given little attention. For example, job descriptions and page 2s, service loads and TRP category weights/values... 3. The 2-body (partner) issue has a huge impact on retention. I don't see this considered or touched on

1. Equity in reward systems, including pay. This was missing in the "Promoting Workplace Equity" section, though resources and opportunities were mentioned. INFORMATION REDACTED have recently shared yet another study - not the first at UND - showing that pay equity is a problem at UND. Given the upcoming salaries and compensation study, this would be a well timed addition to the SP. 2. I would have liked to see a review of staffing across the institution, post pandemic, post budget cuts, and amidst the increasing number of staff and faculty who are leaving UND for other institutions. To be aspirational, we need adequate resourcing - which includes staffing. People are working harder than ever with less, and are burned out across campus. I hear this every week from my colleagues even as a renewed spirit of enthusiasm and trust is developing on campus.

1) It's hard to evaluate if the plan is achievable when there are not very many measurable benchmarks, data points or timelines that will indicate success for UND looks like. 2) I hope the focus on DEIA does not leave UND beholden to identity politics. From what seems to be happening at a national level, it seems to divide rather than unite us. 3) While I can see how it is woven into the goals, I think that specific enrollment, recruitment goals, ideas need to be more overtly stated into UND's overall strategic plan. Recruitment and retention are not just the job of a select few departments, but really need to be a campus-wide strategic priority baked directly into the strategic plan - because without enrollment, we don't have a university. 4) I think the pillars of "Inclusive Excellence and Equity" and a "Culture of Belonging" sound very similar. Could they be combined? Or, I think the title of Culture of

Belonging should be retitled to be something more like "Loving Our People" or "Putting Our People First" or something similar that more quickly gets across the focus on people.

I don't know enough about strategic planning to accurately state what is missing, but I believe the plan appears to check all the necessary boxes.

Pay equity; competitive compensation for employees; avenues for anonymous, critical feedback

It seems redundant and unclear of how we are going to measure success.

1. A vision for attracting a new generation of students, faculty, and staff from far beyond Minn-Dak 2. More ways that UND will be "different" rather than "better." Becoming a center for Native American studies sounds excellent; what else can we do to be a great academic magnet? 3. What do we hope UND will look like in ten years? # students? More PhD programs? Signs of external growth rather than internal improvement?

1. The Accountability term in LEADS isn't inspirational and seems like compliance or a deficit model. 2. The plan references the Grand Challenges - is that the wonder, discovery, etc? They aren't clearly labeled as Grand Challenges, upon initial review. 3. While well-being is mentioned throughout, is mentioned in passing and not clearly articulated in the strategies. Well-being of our students and employees needs to be a higher priority- with specifics included. 4. In the Inclusive Excellence section, the term "differently abled" is used --- disability isn't a bad word, say "individuals with a disability" instead.

A commitment to intellectual and political diversity.

It fails to define key words and terms and uses words that are un-measurable to the extent to determine if the goals are actually achieved or achievable. Hold yourselves accountable by willing to commit to and publish to the public the defined metrics that will determine success. A real strategic plan includes goals with measurable results.

I would like to see a stronger commitment to the experience for our growing online student population within the strategic plan, particularly in the last section of environments: promote belonging.

Q5 - Please provide additional feedback you would like to leave for the Strategic Planning Committee.

Please provide additional feedback you would like to leave for the Strategic Planning Committee.
On the whole, I am impressed by the goals that are expressed in the draft plan. I would be happy to see UND honor its longstanding commitment to education based on a strong liberal arts core while recognizing that the world we live in now requires new skills, new technologies, and very different global challenges. I hope that some practical new strategies will emerge from this plan.
I may have missed it, but an emphasis on financial sustainability is vital to the university. I see mentions of retention and enrollment adjustments, but not much pertaining to efficiencies and the improvement of processes related to financial health.
When reading the plan, how categories are labeled and organized is confusing. The whole name of the plan is LEADS but the action items moving us forward are what have been described as "pillars/foundation" in other conversations. In rereading the plan's intro multiple times, my interpretation is that the shared values (LEADS) connect to our mission and the "pillars" connect to the vision. Can that be explained better? Something like: "UND's mission is to provide exceptional educational experiences that enrich the lives of North Dakotans and the global community through excellent teaching, innovative research, and meaningful engagement. Our mission is supported by our deep belief in UND's Shared Values of Learning, Equity, Accountability, Discovery, and Service (LEADS). Our work to reach UND's mission will reflect our shared valued and be guided by our North Star, UND's Vision. Our Vision is to inspire a sense of wonder, a love of discovery, and a commitment to serve. A sense of wonder reflects our belief that critical thinking and dynamic educational experiences are cornerstones to cultivating engaged citizens who will be lifelong learners; by fostering a love of discovery we see creativity, research, and innovation as ways to find impactful solutions to some of our greatest challenges; and by affirming our commitment to serve we aspire to help make our communities better. None of this would be possible without a deep commitment to our students, employees, alumni, and greater community, by ensuring the University of North Dakota is a place that fosters inclusive excellence and equity and where everyone knows they belong. The components of our vision are where we will spend our time and energy moving forward, and as such has formed the action items* of the UND Leads plan. The University of North Dakota was founded by people who wanted to make a difference; to better their lives and the lives of others. UND Leads seeks to build on this legacy and reflects the wisdom and dreams of our entire UND community. It represents our history and guides our future. A future where people are empowered to make a difference and where the torch of knowledge, reflected in the symbol of our Eternal Flame, can be passed on to those who want to make a difference. " * Note that "foundations" was replaced with action items or something more fluid). ____ When introducing the Shared values, a header that uses more casual language would help make it feel more inclusive. Something like: Our Shared Values: The ways we all LEAD ____ There needs to be an introduction/ header to help introduce the vision's action items: Something like: UND's Plan Forward: The steps we take to achieve our Vision. There needs to be a short intro on how these action items were created to be a living plan that continually brings in new ideas and shapes UND for the future. It should also mention that metrics will be used for measuring forward progress.
This is an excellent draft and so very well thought out. Thank you to everyone on the committee and sub-committee members for their time and efforts.
Be aware of all employees both big and small, less intimidation in the messaging of the strategic plan.
A number of examples [suggested changes shown in brackets] to inject value, merit, productive results into the Plan: 1. p. 1 - Mission - "...provide exceptional educational experiences that enrich the lives of North Dakotans and the global community through excellent teaching, innovative [and impactful] research, and meaningful engagement." 2. p. 1, 4th para - "...commitment to serve we aspire to help make our [local and wider] communities...." 3. p. 2 - Learning - "...personally fulfilling, socially responsible [and community enhancing] lives." 4. p. 3, end 2nd para - "...for career readiness and for being successful, engaged, [impactful] global citizens." 5. p.

3 - 5th dot point - "Foster a [national and] global perspective...meaningful and connected [national and] global experiences...." 6. p. 5 - 2nd from last dot point - "...research, and innovation for the [benefit] of our community...." 7. p. 6 - 1st dot point - "...novel, responsible[, valuable] approaches...." 8. p. 6 - Commitment to Serve, 2nd para - "...educational collaborations that [contribute to]a better future." 9. p. 7 - 1st dot point - what is a "core competency" in "equity and inclusion"? 10. p. 7 - Inclusive Excellence and Equity - Most of this section is highly prescriptive vice inspirational, contrary to the stated intent of the new Strat Plan - the meaning of the term "inclusive excellence" eludes me - "Establish an active program of anti-bias training for UND employees." highly prescriptive - "rich definition of diversity" and "DEIA spaces" are completely nebulous terms 11. p. 8 - 1st dot point - the statement is prescriptive and will create a new bureaucracy within UND which will increase costs (tuition) and impose faculty and staff demands away from their primary education and research purposes which will subtract from work satisfaction 12. p. 8 - Promoting Workplace Equality - 2nd dot point - What's "employment security" go to do with a Strat Plan or equality? 13. p. 8 - Promoting Workplace Equality - 3rd dot point - prescriptive; subtractive to staff and faculty satisfaction 14. p. 9 - 1st para - "...local communities, state, [and nation] benefit."

I'd like to see stronger efforts to integrate the university into the community. We have, I think, strong connections in the form of alumni, but my students seem to do very little around town. They seem to mainly go to classes and stay on campus. Of course part of this is because students are, generally, overworked, but I think UND could do more to help connect these students to our city center. One way to do this would be to revision U Ave into a true corridor that connects campus to downtown complete with pedestrian paths and bike lanes protected by actual dividers. Lots of students already live in rental properties in these areas, but they still mostly drive to campus because walking is often too slow and there are no serious alternatives. Biking on the road is okay if you are experienced, but it gets busy in the late afternoon and the trees create pockets of high contrast where it is very difficult for drivers to see bikers. Lately, students have been riding the escooters on the sidewalks in this area, which is a start. But they are making due with infrastructure that is technically designed only for walkers. The bus also isn't that viable of an option because it has one stop per hour and stops running after 5pm, which makes it useless to many staff and students alike.

The format of this draft remains confusing. Mission is understandable. The three components of the Vision section are clear, but then two more items are added (inclusive excellence and equity and belonging) without a clear explanation about how those items fit with the vision components but are not part of the vision statement. What are the five items outlined on the final seven pages of this document called? They need a label to describe their place in the plan. Are they pillars of the plan? Are they the recap of the elements of the three vision statement, but with equity and belonging elements added? The final pages of the document read like a list of goals to reach our vision with action steps (to-do lists) added to give us action steps to guide us along the plan pathway. Quite confusing! There are sentences in this document that are 4-5 lines long. I suggest finding an editor to re-write some of those sentences to improve clarity. I re-read a few sentences 2-3 times in an attempt to understand their meaning.

The items entitled Sense of Wonder, Love of Discovery, Commitment to Serve, Inclusive Excellence and Equity and a Culture of Belonging need a title - are they pillars, goals? Are these the items we will be measuring and reporting progress on? Shouldn't all five be included in the vision? Only three are mentioned. Are the five untitled items supposed to tie with our values LEADS?

Here are some specific recommendations on what may be included: UND Administration will encourage, acknowledge, and support Universal Design of Instruction and Learning (UDIL) UDIL efforts as a value of UND faculty, students and staff: 1. As the state flagship institution UND will be the leader in collaborative efforts to adopt Universal Design of Instruction and Learning (UDIL) principles 2. Faculty will adopt principles of UDIL in their teaching, research, and service 3. The entire campus will collaborate to implement UDIL principles 4. University will support and provide resources to faculty and staff to implement UDIL principles 5. Identify Funding for UDIL – resources to assist in making content accessible and purchasing assistive tools for all members of the university community

Ironically, my own mission as a faculty member, which was written a few years ago, aligns beautifully with UND's new mission. The new UND mission also aligns very well with Boyer's description of the purpose of higher

education institutes around the world, which is to positively influence society through teaching, research/scholarly activity, and service.

Content and writing impact one another, and the writing needs a lot of work. The document needs considerable editing for correctness and coherence (not surprising, since different sections no doubt had different authors). Whether the many errors in grammar and syntax; inconsistent style and formatting; notably uneven development; or repetition at all levels (such as using “make a difference” three times in four sentences or basically repeating bulleted items), the issues are significant and do impact clarity, efficacy, and even meaning. The last two sections (“Fostering” and “A Culture”) overlap with one another.

This was the first SP that I really feel like I am a part of - and that I can see the faculty and staff enacting. Even though the employees are the means through which a SP is carried out, we have never really been at the center of one. This SP seems to better reflect our common goals and values than past plans. It was procedurally driven by the UND campus and its stakeholders, not a consulting firm. Thank you for that. I love this framework, love the addition of EQUITY to the core values, and appreciate its framing. I do hope that "culture of belonging" will drive many other aspirations. People are burned out. Faculty and staff are leaving. Under "Commitment to Serve" and then "Service to our Students" there is a redundant point that shows up almost verbatim elsewhere in the SP ("reinforcing expectations for students to develop core competencies of social and emotional learning"). I also found it awkward to frame alumni as possible "recruitment specialists." That sounds like an unpaid staff position. The section about "Fostering Global Perspectives" felt disjointed from the other sections and included awkward phrasing throughout (i.e., "tremendous variation within our humanity;" "invest in diverse area studies and assist... " - too much is going on). "Promoting Workplace Equity" was also awkwardly phrased here and there. These sections did not seem to flow like the other sections. Thank you for the opportunity to share feedback, and my sincere thanks and congratulations to the SP team and all those who participated. So much effort - kudos to all but especially INFORMATION REDACTED. THANK YOU FOR YOUR EXCEPTIONAL WORK!

I like the LEADS acronym. UND already uses Leaders in Action and this ties nicely with that. The information after UND Leads should be combined into the acronym LEADS,

It's getting better, but I still think there's a lot of overlap that could be looked at to help simplify.

I appreciate the transparency with this process and the opportunity to provide suggestions and feedback throughout the entire process. I feel that staff have had several opportunities to have our voices heard in addition to the staff represented on the various committees. Thank you.

1) General: The plan uses both equality and equity. Given the dominate uses of these terms, I would suggest replacing equality with equity throughout the plan. 2) General: The plan overly spot lights the liberal arts. While the liberal arts are important, so are our many other academic departments (and colleges!) at UND. Removing the specific reference to liberal arts in many places would strengthen the draft. It would also harmonize more with the goal of preparing students for the workforce. While I know it is often repeated that employers value liberal arts skills, I have yet to see reliable research that actually backs up this claim (and research/evidence/citations supporting this claim was noticeably missing from the Future of Higher Education Task Force report) 3) General: there are many places where the draft uses "faculty and staff" when "employees" is just as accurate. Not only is "employees" shorter, it also removes what is often an irrelevant distinction that only divides the campus. (I did notice that "employees" is used many times in the draft and appreciate that.) 4)Sense of Wonder: While rewarding for educational practices that are reviewed and assessed through equity-based assessment models is great, there should also be something about rewarding or holding faculty accountable through high quality assessment of courses and programs in general. 5) Love of Learning: minor stylistic comment: replace "fresh" in "fresh solutions" with another adjective (e.g. "leading-edge," "cutting-edge," "unique," "groundbreaking," "creative," or "innovative"). "Fresh" makes me think of produce or fish - probably not the association you were going for 6) Love of Learning: I worry that cultivating, enhancing, and sustaining all programs is unrealistic and can hinder the overall goal of UND. We are operating with limited resources, and if we wish to sustain what is important, we need to realize that prioritizing isn't a bad thing. Recognizing this fact in the Love of Learning section or the Accountability section would, I think, strengthen the plan by indicating that UND acknowledges is willing to actually lead and make the difficult decisions to ensure we continue to serve our students and community in a realistic manner instead of squandering limited resources or presenting and overly rosy picture. 7) Run the "Promoting Workplace Equality" section by INFORMATION REDACTED and HR. 8) General: While

accountability was listed as a value, it wasn't present in the specific pillars. Accountability is important; it needs to be more visible and incorporated throughout the plan instead of just being on one page.

I would like to start off saying that I am a big fan of UND, I never truly considered other colleges, and the experiences I've had here made me grow into somebody I didn't think I could become. However, there are some system levels things that I have an issue with that were very much highlighted in the handling of the COVID-19 precautions but is now being shown through the Memorial Union Food Court. The thinking through process isn't show in the lack of parking open to the community (as the food court could be a source on income, being the only Panda Express in Grand Forks, and one of the few food court left) and the lack of planning in the kitchen. Students paid for a pulper and dish machine that would reuse water and create compost to make the building more green & less wasteful - but the same issue that was found in the Squires Food Court & others was made, the grease trap in the building wasn't hooked up in the dishroom and rendered these environmental measures useless.

I am concerned with the emphasis on DEI throughout all aspects of the draft plan. Especially as I see DEI being played out in government, industry and culture. While I am a proponent of fair and civil treatment of all, I am not a proponent of how this plan has the undertones of forcing ideologies on others. Particularly as I look at the infusing of those ideologies into student curriculum and the classroom as well as requiring anti-bias training for staff and including DEI in performance reviews. This seems excessive and fraught with problems as individuals have different views on "bias" and "equity". I am concerned the worldview of more radicial DEI activists will be "forced" on those of use who hold to a more conservative worldview.

I was hoping for more ambition and growth. We are in such a great position, with a generally positive relationship with the legislature, a vigorous alumni network, stature within the state, etc. Ultimately, so many of our DEI efforts are fine so far as they go--teaching students about other cultures, staff watching videos about disabilities, etc--but unless we become a truly world-class institution that actually draws a diverse community, it's going to be for naught. There are smaller public institutions that have looked outwards, to improve their attractiveness to new populations, through developing excellent distinctive programs. Ultimately, our DEI ideals will be achieved by drawing a significant population of diverse students and faculty. Obviously our students (and faculty, and staff, and hockey fans) need to be better educated about other cultures and human experiences than they are--but that's not enough to actually embrace diversity. Without drawing more diverse students, staff, and faculty, we'll end up just embracing ourselves. A couple of strategic plans ago, Montana State decided to become an R-1, increase the size of its student body by 40 percent, ramp up its honors program--etc etc--and now it's not only achieved all that, but become much more diverse, become a magnet for Native American students, and draws students from far beyond Montana to attend a unique, dynamic school. There are other examples, but this is the one closest by. I desperately hope that UND's goals come to pass--especially becoming a center for Native American studies--but I wish we had higher ambitions than just becoming more virtuous versions of ourselves. (Again, not that we shouldn't all be more virtuous.)

Not entirely sure that I understand the "accountability" pillar of the draft plan. It has a negative connotation from the start that we have not in the past taken "accountability" for our actions? It seems like this isn't just something to strive for, it's something that should be an expectation of the campus community.

The plan is certainly focused on diversity (19 mentions), it also clearly only views diversity from the left side of the political spectrum. The faculty at UND does not even try to hide is hostility to people who think that conservative approaches might provide solutions to our grand challenges. The same can be said of the campus's approach to people of faith unless that faith is sufficiently deferential to progressive ideals. Although we saw the campus appropriately part ways with INFORMATION REDACTED for INFORMATION REDACTED hostility towards someone with different political views, no examples exist of faculty being similarly sanctioned. The authors may well believe that "everyone deserves the unquestioned right to have t heir voices heard, for free speech has been, and continues to be, the cornerstone of discourse on campus," but our students know better. Voicing the wrong opinion or even asking the wrong question will result in lower grades, denial of recommendation letters, and general lack of support for a student's "unique goals and aspirations." Although this plan calls for an "active programs of anti-bias-training," nothing in this plan, or in the recently completed DEI Conference, indicates that the University intends anything other than progressives telling everyone else the correct way to think.

Great strategic plan overall. Mostly editing suggestions. Noticed DEIA used many times, but that wasn't spelled out until page 6 - make sure it's spelled out the first time it's used. Also noticed a lot of points used similar wording throughout document. Not sure if that was reinforcement of priorities or could be edited.

Much of this plan is to expand or initiate new work. How will that be supported? This appears to call for an overhaul of the Essential Studies program which is mentioned specifically but also, there are many mentions of the "core curriculum." Will this endeavor be supported by the strategic planning committee or others on campus?

This sentence under the equity section on page 2 doesn't seem to read to me as intended: "We are committed to promoting fair and equitable living, learning, and working environments by removing barriers to inclusion—environments characterized by mutual respect and equal access to resources and opportunities." The last part comes across as defining the "barriers to inclusion" piece, which is incorrect. I think rephrasing this sentence would help add clarity.

Q9 - Please provide your email below, if you would like someone from the Strategic Planning Committee to reach out to you.

Please provide your email below, if you would like someone from the Strategic Planning Committee to reach out to you.
INFORMATION REDACTED
INFORMATION REDACTED
INFORMATION REDACTED
INFORMATION REDACTED