

An aerial photograph of a city, likely Boulder, Colorado, with a dense urban area in the foreground and a range of brown, rocky mountains in the background under a blue sky with light clouds. The text is overlaid on the top portion of the image.

Day of

COLLECTIVE ACTION

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DAY OF COLLECTIVE ACTION

Faculty/Instructor Discussion Guide

Feb. 8, 2023

The University of Utah's second Day of Collective Action has been designed to offer our campus community an opportunity to learn, reflect and find ways that each of us can understand, dismantle, and work to end all forms of discrimination at the U. It is a [Presidential initiative](#), launched in 2022 by the [Presidential Commission on Equity and Belonging](#).

We encourage students, staff and faculty to participate in the sessions and workshops taking place throughout the day—and this guide is designed to help faculty and instructors process and deepen understanding with their students around the activities planned for the day.

This year, there are four tracks:

- **Exploring the Hispanic Serving Institution (HSI)**
- **Anti-Racism Strategies, Plans and Practices**
- **Indigenizing the University of Utah**
- **and Community and Coalition Building**

Other sessions include how you can develop an anti-racism plan, equity-centered community building, addressing student poverty, and gender and its impacts on higher education, as well as many more.

The Day of Collective Action is a starting point. It is a part of the broader equity, diversity and inclusion work happening across campus. This is on-going work and it takes us all to drive change and enrich our culture of belonging at the University of Utah.

We encourage academic programs to incorporate our four themes and faculty and instructors to participate in classroom reflection on these topics. The questions and resources in this guide are intended to help support discussions in the classroom and deepen understanding of the topics during this important day.

Thank you for your participation on the Day of Collective Action—and for your involvement in promoting equity and inclusion all year round!

—The Day of Collective Action Team

Resources

Instructors are encouraged to use the following list of readings, websites, and other resources to help deepen student comprehension around the topics discussed on the Day of Collective Action.

- **“Hispanic Serving Institutions: What to Know”**
US News & World Reports
- **The Utah Data Book: Diversity in Utah**
Kem Gardner Policy Institute, University of Utah
- **Center for Antiracist Research**
Boston University
- **Hispanic Serving Institutions: Research & Policy**
Exellencia in Education
- **Native American Students in Higher Education: Fact Sheet**
Postsecondary National Policy Institute
- **“Defining ‘Servingness’ at Hispanic-Serving Institutions (HSIs): Practical Implications for HSI Leaders”**
American Council on Education (ACE)
- **“Indigenous Perspectives on Native Student Challenges in Higher Education”**
American Council on Education (ACE)
- **“Utah universities pushing to increase Hispanic enrollment”**
KSL News
- **“What is Service Learning or Community Engagement?”**
Center for Teaching, Vanderbilt University
- **I am U Thriving Sign Up Page**
Union Bldg, Ballroom East

Discussion Questions

Use the following questions to help stimulate classroom discussions—or use the questions as **brief student writing prompts**—to get classes thinking more deeply about the topics from the Day of Collective Action.

GENERAL QUESTIONS

- If you attended a session (or multiple sessions), what did you find most interesting or surprising?
- During the session(s), do you remember how you felt about the discussion?
- Did the session(s) include any practices that could be incorporated into current practices? Were there any **strategies or methods** that could be enacted on a daily/regular basis?
- How can you be an **ally or an accomplice** for groups that have been underrepresented or marginalized in higher education? Can you describe the difference between allyship and being an accomplice?
- Can you define, in your own words, the concept of **intersectionality**? Can you think of one or two ways that this concept might affect the way we try to create (or support) inclusion and equity on campus?
- Did the session(s) you attended affect your understanding of your fellow students, faculty, and staff? If so, how?

- How do you envision the campus changing? How would you like it to change—and why?

EXPLORING HSIs

- What do you think the word “serving” means in the context of “Hispanic Serving Institutions”? (See the “Defining Servingness” article on the ACE website above). How do HSIs “serve” Hispanic students? How might they help serve other students, too?

Table 1. Percent of Age Group Identifying as Minority in Utah, 2020 and 2060

Age Group	2020	2060
Preschool	28.7%	44.6%
School	26.4%	41.7%
College	25.8%	40.5%
Working	22.2%	35.6%
Retirement	10.8%	23.1%
All Ages	22.7%	34.8%

Note: Minority includes those identifying as something other than Non-Hispanic White Alone. Age groups: Preschool (0-4 years); School (5-17 years); College (18-24 years); Working (18-64 years); Retirement (65 and older)
Source: Kem C. Gardner Policy Institute

- The table above (from the Utah Data Book, Kem Gardner Policy Institute included in the Resources) presents both current and projected demographics for Utah. How might these changes to the state makeup change the way Utah approaches higher education? What changes might be necessary to meet growing needs?

INDIGENIZING THE UNIVERSITY

- What challenges face indigenous communities where it concerns higher education? What barriers might still exist between Native American communities and college?
- What impacts could increased enrollment and degree attainment have on Native American communities?

COMMUNITY & COALITION BUILDING

- What do you think are the benefits or advantages of universities or colleges working with community partners?
- Why do proponents of Community & Coalition Building emphasize the importance of “reciprocity”?

ANTIRACISM

- What is the difference between not being racist and being antiracist? What might be the benefits or advantages of choosing to be antiracist?
- What steps can we take to be antiracist? Are there specific steps or practices that you can use in your own life?

Additional Resources

For additional information about activities, or for recommended antiracism and diversity resources, please visit [this site on the Student Affairs website](#), or contact David.Hawkins@utah.edu or Bryan.Hubain@utah.edu