

National Resource Centers Survey Questionnaire

Introductory Script: KEN Consulting, Inc. has been contracted by the Department of Education to evaluate the National Resource Centers (NRC) program application process, particularly as it relates to understanding and addressing Absolute Priority 1: Promoting diverse perspectives and a wide range of views and generating debate on world regions and international affairs. We invite you to share your insights about this requirement and overall experiences with the program to improve the application process. The questions relate to your institution's National Resource Center (NRC) activities. Specifically, we are looking to better understand how you and peer institutions in this program are interpreting and addressing the requirement in section 601 of Title VI of the Higher Education Act of 1965, as amended. That section requires applicants desiring a grant to describe how their activities will promote diverse perspectives, and how they will assess the effectiveness of efforts to promote diverse perspectives and a wide range of views and generate debate on world regions and international affairs.

We have already reviewed all 100 successful applications in the current NRC funding cycle to see how grantees proposed to address this requirement in their applications, and we found that they interpreted and responded to the diverse perspectives requirement in many different ways. We then followed up with virtual site visits to five of the grantees to get a more in-depth understanding about their approach and to get their thoughts about this absolute priority and its impact on their programs. Our next step is to conduct an online survey of all NRCs on this topic. The goal of our study is to help provide clarity for future applicants so that they can better understand the purpose of the requirement and respond in their applications and proposed programs in ways that ensure they are meeting the intent of the legislative requirement.

Questions:

1. Which world region/theme is the NRC's focus of study?
 - a. Africa
 - b. Canada
 - c. East Asia
 - d. International
 - e. Latin America
 - f. Middle East
 - g. Russia, Eastern Europe, Eurasia
 - h. South Asia
 - i. Southeast Asia
 - j. Western Europe

2. What type of NRC?
 - a. Comprehensive
 - b. Undergraduate

- c. Comprehensive Consortium
- d. Undergraduate Consortium

3. Please select the description that best describes the NRC's use of the following activities to meet the diverse perspectives requirement.	Used	Planned to use, but didn't	Not used
a. Sponsoring or cosponsoring a lecture series with experts who present multiple points of views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Hosting or cohosting conferences or workshops designed to present opposing views and generate debate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Hosting or cohosting conferences or workshops designed to promote common understanding and consensus among those with differing points of view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Creating, revising, or expanding university curricula and course offerings to include more points of view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Using visiting-faculty or faculty-exchange programs to bring in additional views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teacher training and research opportunities to support learning about groups, cultures, and religions that are less often studied or were not previously offered by this NRC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Sponsoring or cosponsoring cultural events (performances, film series, festivals, etc.) that promote diverse perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Working with university departments that do not traditionally incorporate an international perspective in their teaching and training (e.g., medicine, law, business)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Expanding library holdings to include more materials that reflect diverse perspectives relative to your NRC world region or thematic focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Using online videos, podcasts, blogs, etc. to disseminate information about issues in your NRC world region or thematic focus that include diverse perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Publishing studies, conference reports, books, etc. about your NRC world region or thematic focus that present diverse points of view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Creating new positions or hiring new faculty to bring in additional perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Leveraging linkages with other Title VI grantees that focus on world regions (e.g., American Institute of Indian Studies, the Palestinian American Research Center, and the Inya-Burma Institute)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Other activities not fitting in the above categories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. If “other” was selected from above, please describe the other activities you had in mind for that selection.

<p>5. Of the activities the NRC is using to meet the diverse perspectives requirement, which ones do you think have been <u>most effective</u> for promoting diverse perspectives and/or generating debate among . . .</p>	<p>Academic audiences, such as faculty, graduate students, leading scholars/ researchers (Select up to three)</p>	<p>Non-specialist audiences, such as K-12 students and teachers, most undergraduate students, the general community (Select up to three)</p>
<p>a. Sponsoring or cosponsoring a lecture series with experts who present multiple points of views</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>b. Hosting or cohosting conferences or workshops designed to present opposing views and generate debate</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>c. Hosting or cohosting conferences or workshops designed to promote common understanding and consensus among those with differing points of view</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>d. Creating, revising, or expanding university curricula and course offerings to include more points of view</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>e. Using visiting-faculty or faculty-exchange programs to bring in additional views</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>f. Teacher training and research opportunities to support learning about groups, cultures, and religions that are less often studied or were not previously offered by this NRC</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>g. Sponsoring or cosponsoring cultural events (performances, film series, festivals, etc.) that promote diverse perspectives</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>h. Working with university departments that do not traditionally incorporate an international perspective in their teaching and training (e.g., medicine, law, business)</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>i. Expanding library holdings to include more materials that reflect diverse perspectives relative to your NRC world region or thematic focus</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>j. Using online videos, podcasts, blogs, etc. to disseminate information about issues in your NRC world region or thematic focus that include diverse perspectives</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>k. Publishing studies, conference reports, books, etc. about your NRC world region or thematic focus that present diverse points of view</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

l. Creating new positions or hiring new faculty to bring in additional perspectives	<input type="checkbox"/>	<input type="checkbox"/>
m. Leveraging linkages with other Title VI grantees that focus on world regions (e.g., American Institute of Indian Studies, the Palestinian American Research Center, and the Inya-Burma Institute)	<input type="checkbox"/>	<input type="checkbox"/>
n. Other activities not fitting in the above categories	<input type="checkbox"/>	<input type="checkbox"/>

6. What made these activities/programs most successful at promoting diverse perspectives and/or generating debate?

7. Of the activities the NRC is using to meet the diverse perspectives requirement, which ones do you think have been <u>least effective</u> for promoting diverse perspectives and/or generating debate among . . .	Academic audiences, such as faculty, graduate students, leading scholars/ researchers (Select only one)	Non-specialist audiences, such as K-12 students and teachers, most undergraduate students, the general community (Select only one)
a. Sponsoring or cosponsoring a lecture series with experts who present multiple points of views	<input type="checkbox"/>	<input type="checkbox"/>
b. Hosting or cohosting conferences or workshops designed to present opposing views and generate debate	<input type="checkbox"/>	<input type="checkbox"/>
c. Hosting or cohosting conferences or workshops designed to promote common understanding and consensus among those with differing points of view	<input type="checkbox"/>	<input type="checkbox"/>
d. Creating, revising, or expanding university curricula and course offerings to include more points of view	<input type="checkbox"/>	<input type="checkbox"/>
e. Using visiting-faculty or faculty-exchange programs to bring in additional views	<input type="checkbox"/>	<input type="checkbox"/>
f. Teacher training and research opportunities to support learning about groups, cultures, and religions that are less often studied or were not previously offered by this NRC	<input type="checkbox"/>	<input type="checkbox"/>
g. Sponsoring or cosponsoring cultural events (performances, film series, festivals, etc.) that promote diverse perspectives	<input type="checkbox"/>	<input type="checkbox"/>
h. Working with university departments that do not traditionally incorporate an international perspective in their teaching and training (e.g., medicine, law, business)	<input type="checkbox"/>	<input type="checkbox"/>
i. Expanding library holdings to include more materials that reflect diverse perspectives relative to your NRC world region or thematic focus	<input type="checkbox"/>	<input type="checkbox"/>
j. Using online videos, podcasts, blogs, etc. to disseminate information about issues in your NRC world region or thematic focus that include diverse perspectives	<input type="checkbox"/>	<input type="checkbox"/>
k. Publishing studies, conference reports, books, etc. about your NRC world region or thematic focus that present diverse points of view	<input type="checkbox"/>	<input type="checkbox"/>

l. Creating new positions or hiring new faculty to bring in additional perspectives	<input type="checkbox"/>	<input type="checkbox"/>
m. Leveraging linkages with other Title VI grantees that focus on world regions (e.g., American Institute of Indian Studies, the Palestinian American Research Center, and the Inya-Burma Institute)	<input type="checkbox"/>	<input type="checkbox"/>
n. Other activities not fitting in the above categories	<input type="checkbox"/>	<input type="checkbox"/>

8. What made these activities/programs least effective for promoting diverse perspectives and/or generating debate?

9. Do you think the Absolute Priority as currently written asking applicants to describe how the activities funded by the grant will “reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs” is too vague, too specific, or appropriate?

- a. Too vague
- b. Too specific
- c. Appropriate

10. Specify

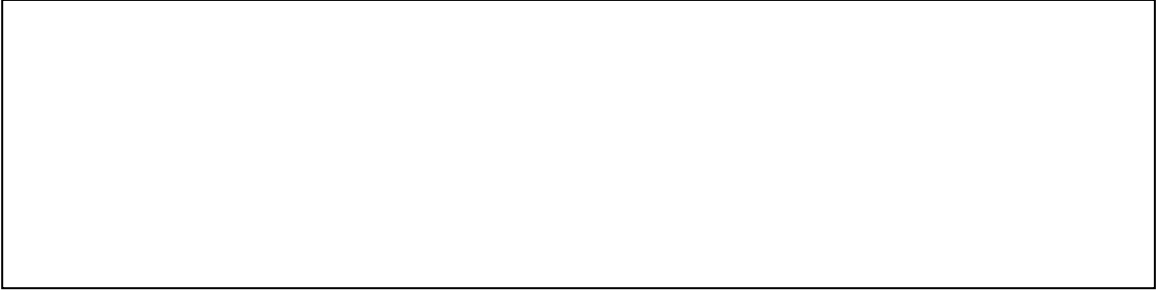
- d. If “too vague”: What should the Department of Education do to provide more clarity about this requirement?

- e. If “too specific”: What are your concerns about how specific it is?

- f. If “appropriate”: Why is this degree of specificity acceptable to describe your NRC’s activities and programs?

11. To what extent do you agree that the following considerations should be included in your NRC's response to the diverse perspectives requirement?	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
a. Expose university students to a variety of perspectives and opinions in area studies, international studies, and international aspects of professional studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Acquaint the local community and the general public about these perspectives and views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Incorporate diverse perspectives in K-12 teacher training, MSI and community college courses, and research projects developed in collaboration with your NRC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provide classes, forums, conferences, lecture series, events, etc. where relevant perspectives are presented and respectfully debated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Seek common ground among those with differing views on specific issues in the world region, or at least enable them to recognize and understand (if not accept) the views and positions of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Identify and share perspectives from groups and cultures that are not usually studied in your world region	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Present a diversity of perspectives to targeted non-university audiences (journalists, military, business leaders, etc.) engaged in your world region	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Promote the university's diversity, equity, and inclusion (DEI) policies and initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Identify and share new perspectives from faculty and students at MSIs and community colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Identify and share new perspectives from junior faculty and graduate students at the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Engage members of the local community in selecting debate topics and in choosing which perspectives to include	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. If “other” was selected from above, please describe the other considerations you had in mind for that selection.

A large, empty rectangular box with a thin black border, intended for the respondent to provide a detailed description of their considerations if they selected "other" in a previous question.

13.

To what extent do you agree that NRC-sponsored panels or debates about issues in your world region <u>should include speakers representing</u> the following?	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
a. The major groups, voices, and positions found in the world region.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The views of other groups from the region with unique perspectives on an issue (e.g., women, indigenous minorities, LGBTQ, migrants, diaspora, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The views of the US administration and its international allies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The foreign policy views espoused by the major political parties in Congress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The views of other world powers with interests in the region (e.g., China, E.U., Russia, India)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. A variety of academic disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Different theoretical perspectives or schools of thought within the same discipline (e.g., economics, government, environment, public health, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The views of nonacademic experts with experience in the region (e.g., military leaders, human rights advocates, journalists, investment bankers, former diplomats, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The perspectives of individuals from various racial/ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Advocacy organizations espousing the views of particular ethnic/racial/national/religious groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. If “other” was selected from above, please describe the other types of speaker representation you had in mind for that selection.

15. Please rank these forms of diversity from the one that was given the most emphasis when completing the NRC’s application and planning related projects and activities to the one given the least emphasis. (**Most Emphasis = 1**)

- ___ Interdisciplinary diversity
- ___ Racial/ethnic diversity
- ___ Political/ideological diversity
- ___ Gender/sexuality diversity
- ___ Language diversity
- ___ National diversity within your NRC’s world region
- ___ Cultural/religious diversity within your NRC’s world region
- ___ Diversity of perspectives across world regions
- ___ Diversity of your NRC’s institutional partners
- ___ Other

16. If “other” was selected from above, please describe the other type of diversity that was focused on.

17. What influenced the “highest emphasis” rating for the diversity aspect you chose? (**Select all that apply**)

- a. Impression that was what the Department of Education and/or Congress wanted
- b. The NRC has a history of successfully addressing this type of diversity
- c. An awareness that the NRC needs to focus more on this type of diversity than previously
- d. Faculty generally agreed that this type of diversity was most important
- e. Consistent with the university-wide initiative to promote this type of diversity
- f. Other (Specify): _____

18. What influenced the decision to address the other types of diversity in the application, even though the emphasis was not as highly prioritized? (**Select all that apply**)

- g. Impression that was what the Department of Education and/or Congress wanted
- h. The NRC has a history of successfully addressing this type of diversity
- i. An awareness that the NRC needs to focus more on this type of diversity than previously
- j. Faculty generally agreed that this type of diversity was most important
- k. Consistent with the university-wide initiative to promote this type of diversity
- l. Other (Specify): _____

19. Which of the following procedures/structures are in place to ensure diverse perspectives are represented on the NRC's board/committee/council?

- a. Regular elections for board/committee/council seats open to a wide range of academic departments across the university
- b. Ex-officio seats on the board/committee/council to ensure representation from key subject areas and partners (e.g., former department chairs, academic deans, emeritus faculty, library personnel)
- c. University student representation on board/committee/council
- d. Community member representation on board/committee/council
- e. Administrators for local school districts that serve as feeder institutions to the NRC institution representation on board/committee/council
- f. Rotation of board/committee/council chairmanship among various disciplines
- g. Other (Specify): _____

20. How does the NRC governing body receive input from outside to ensure diverse perspectives are considered when making decisions about your projects and activities?
(Select all that apply)

- a. Faculty surveys/focus groups
- b. Student surveys/focus groups
- c. Community member surveys/focus groups
- d. Informal conversations among faculty
- e. Informal conversations between faculty and students
- f. Informal conversations with community members
- g. Administrative data (course enrollment data, student body demographics)
- h. Event feedback
- i. Media and the general public
- j. Other. Specify: _____
- k. None of the above

21. Does the NRC have any formal decision-making procedures in place for considering/promoting diverse perspectives in your projects and activities?

- a. No
- b. Yes. Please explain below:

22. Did the NRC develop performance measures that directly assess the effectiveness of your activities in promoting diverse perspectives?

- a. No.
- b. Yes. Only used for grant reporting to the Department of Education through IRIS
- c. Yes. Only used internally for NRC evaluation and decision making
- d. Yes. Used both internally and for grant reporting

23. When the NRC has tried to expand the diversity of perspectives offered and generate wider debate on world issues, how often has there been pushback or negative reactions from faculty?

- a. Often
- b. Sometimes
- c. Rarely
- d. Never (Go to questions 25)

24. IF “Often” “Sometimes” or “Rarely”, What was the general nature of the concerns?
(Select all that apply)

- a. Viewpoints presented perceived as being too conservative or extreme
- b. Viewpoints presented perceived as being too liberal or extreme
- c. Viewpoints presented perceived as being biased, bigoted, or discriminatory (not specifically related to partisan politics)
- d. Objection to partnerships or collaborations with groups or organizations they viewed as controversial
- e. Concern that a controversial topic or speaker would cause tension and disruption
- f. Questioned the academic rigor or evidence used to support certain viewpoints
- g. Other (Specify):

25. When the NRC has tried to expand the diversity of perspectives offered and generate wider debate on world issues, how often has there been pushback or negative reactions from students?

- a. Often
- b. Sometimes
- c. Rarely
- d. Never (Go to questions 27)

26. IF “Often” “Sometimes” or “Rarely”: What was the general nature of the concerns?
(Select all that apply)

- a. Viewpoints presented perceived as being too conservative or extreme
- b. Viewpoints presented perceived as being too liberal or extreme
- c. Viewpoints presented perceived as being biased, bigoted, or discriminatory (not specifically related to partisan politics)
- d. Objection to partnerships or collaborations with groups or organizations they viewed as controversial
- e. Concern that a controversial topic or speaker would cause tension and disruption
- f. Questioned the academic rigor or evidence used to support certain viewpoints
- g. Other (Specify):

27. When the NRC has tried to expand the diversity of perspectives offered and generate wider debate on world issues, how often has there been pushback or negative reactions from the local community?

- a. Often
- b. Sometimes
- c. Rarely
- d. Never (Go to questions 29)

28. IF “Often” “Sometimes” or “Rarely”: What was the general nature of the concerns?
(Select all that apply)

- a. Viewpoints presented perceived as being too conservative or extreme
- b. Viewpoints presented perceived as being too liberal or extreme
- c. Viewpoints presented perceived as being biased, bigoted, or discriminatory (not specifically related to partisan politics)
- d. Objection to partnerships or collaborations with groups or organizations they viewed as controversial
- e. Concern that a controversial topic or speaker would cause tension and disruption
- f. Questioned the academic rigor or evidence used to support some viewpoints
- g. Other (Specify):

29. When the Title VI of Higher Education Act is reauthorized, what is your recommendation regarding this requirement?

- a. Retain as currently stated
- b. Revise current language
- c. Replace with another requirement
- d. Eliminate altogether

30. Are there any further comments you would like to share regarding the NRC absolute priority to promote diverse perspectives and generate debate?

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