2018-2020 DIVERSITY EDUCATION TASK FORCE REPORT
NOVEMBER 2020

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ℹ *The Diversity Education Task Force examined existing UMD undergraduate diversity and civic educational initiatives with the goal of offering recommendations for improvement. Based on our analysis, we propose revising introductory activities for new students, modifying parts of the General Education diversity curriculum, offering microcredentials for optional diversity and civic engagement programs, and encouraging all major degree programs to include discipline-specific diversity content.*

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TASK FORCE CHARGE AND SCOPE

Background

This report summarizes the findings and recommendations of the **Diversity Education Task Force (DETF)**, which was convened by Provost Mary Ann Rankin during summer 2018 to supplement the work of the Joint President/Senate Inclusion and Respect Task Force. The 2017-2018 Joint President/Senate Task Force was formed to examine campus diversity and inclusion initiatives in nine areas other than curriculum and classroom programs, as noted in its April 2018 report:

> "In developing the charge, the President and Chair of the Senate focused the Task Force's work on programming efforts and initiatives **primarily outside of the classroom**. Consideration of opportunities to refine and better utilize diversity, equity, and inclusion themes in the curriculum, such as through General Education requirements, is an **important task that should be led with singular focus by the faculty**." (p. 7, emphasis added).

Our mandate began where the Joint President/Senate task force ended—that is, to investigate and offer recommendations for improving campus undergraduate diversity education. In addition, we were tasked with exploring potential synergies between diversity education and campus *civic engagement* initiatives, a topic of interest to the University System of Maryland and President Wallace Loh. **Appendix A** includes our formal charge and describes how we conceptualized these dual aims.

Context

Reports from two prior efforts[1] to revise the undergraduate diversity curriculum noted that UMD's historical context plays a pivotal role in motivating and focusing recommendations. That observation remains valid here: the formation of our own and the Joint President/Senate task forces as well as our inclusion of civic engagement education can be traced to broad student demands precipitated by the polarizing 2016 national election,[2] followed by the May 2017 racially motivated campus murder of Bowie State University student, Lt. Richard Collins III. Against that backdrop, we adopted a broad definition of diversity (i.e., race, gender, sexual orientation, religion, etc.) and concentrated on developing students' skills for constructive civic interactions as an aim of instructional revision.[3] With those launching points, we interviewed campus constituents, identified possible changes, and debated value–feasibility tradeoffs for four sets of recommendations. In late February and early March 2020, we began soliciting input from key campus constituents who would be involved in implementation and started drafting our final report.

Since mid-March, however, our context has altered radically. First, the urgent need to slow the spread of COVID-19 necessitated abrupt migration from face-to-face to online instruction for the indefinite future, which has challenged faculty members to learn both videoconferencing technology and effective virtual teaching techniques. Second, the callous May 25, 2020, homicide of George Floyd by Minneapolis police sparked prolonged global demonstrations and widespread acknowledgement of serious, long-standing racial inequities. This has prompted campus constituents to spotlight racism and anti-Black bias within

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[1] These are the *2004 CORE Diversity Task Force Recommendation and the 2010 [Transforming General Education](#) reports.*

[2] *https://www.washingtonpost.com/news/answer-sheet/wp/2016/12/28/64-demands-by-u-md-student-coalition-include-prayer-rooms-in-every-major-building-shuttles-to-muslim-center/*

[3] *Briefly, civic engagement, as defined by and for the Task Force, refers to the capacity to communicate effectively and work together constructively across a range of differences, including (but not limited to) demographic, cultural, and political differences.*

the broader framework of diversity. Finally, President Wallace Loh stepped down at the end of June, and on July 1, 2020, UMD welcomed its 34th president, Dr. Darryll J. Pines.

Given these seismic shifts in campus leadership, salient elements of diversity, and instructional delivery methods, we revisited our preliminary recommendations during September-October 2020 with both senior campus leaders and task force members. As such, this draft incorporates numerous modifications and may be considered a starting point for campus revisions to the undergraduate diversity curriculum.

Focus of report

At the outset, the DETF formulated the following questions to guide its data collection, analysis, and recommendations:

1. What are the **characteristics of effective diversity education** and how might these overlap with civic education and engagement initiatives?
2. What **range and depth of diversity and civic undergraduate education is currently offered** on campus and in what units is this offered?
3. What steps should be taken to **build on, modify, and strengthen approaches to diversity and civic education** currently offered at UMD?
4. How might such **modifications be introduced and scaled** for delivery to all undergraduate students?

These questions are addressed in sequence in the following sections of this report.

DATA COLLECTION AND ANALYSIS

Our data collection and analysis efforts centered on (1) understanding the characteristics of effective diversity and civic education, (2) identifying current forms and sources of diversity and civic education on campus as well as campus constituents' assessments of those initiatives, and (3) clarifying available information about the campus diversity climate as context for our work. Below, we summarize the sources of information consulted and briefly summarize our findings.

Data sources

A key source in our understanding of effective diversity and civic education was a 2016 Association for the Study of Higher Education (ASHE) report, *Rethinking Cultural Competence in Higher Education: An Ecological Framework for Student Development*, by Edna Chun and Alvin Evans. These authors reviewed published research and interviewed higher education scholars from across the country to capture emerging trends and approaches. In so doing, they laid the groundwork for our inquiry and we drew heavily from their findings and conclusions.

In addition, the DETF met with numerous constituents to learn about current diversity and civic education efforts on campus, including groups of students, faculty, and staff. Specific individuals and programs of interest included:

- President Wallace Loh
- Provost Mary Ann Rankin
- Dr. Carlton Green from the Office of Diversity and Inclusion, Prevention and Education (ODI)

- - The Words of Engagement Intergroup Dialogue program (WEIDP), which is a series of 1-credit courses administered through ODI that meet the General Education Cultural Competence learning outcomes
- Dr. Scott Roberts from the Teaching and Learning Transformation Center (now in the Graduate School)
  - Workshops for faculty on difficult dialogues in the classroom
- New Student Orientation
  - Diversity skits during orientation programs
  - UNIV100 (Introduction to the University) diversity components, including the Sticks+Stones program used in UNIV100 pilot study
- Faculty affiliated with General Education
  - Academic Writing Program, which has a pilot project to revise its standard syllabus with a diversity and inclusion focus; developing training and support of faculty to help students grapple with controversial or difficult topics and engage others' points of view
  - Oral Communication Program, which has civic engagement pilot project
- Department of Resident Life
  - Common Ground Multicultural Dialogue program
  - Collaboration with the Clarice in 2017-18
- Fraternity and Sorority Life, specifically its Diversity and Inclusion chapter chairs
- Campus Fabric (a network of faculty and staff collaborating to offer community and service-learning opportunities)
- The First Year Book program
- Do Good Institute, which infuses civic content into classes and projects across campus
- The Clark School of Engineering and staff involved in its Empowering Voices pilot project during fall 2018
- Counseling Center and its Kognito online training modules for faculty and students (since discontinued)
- Athletics diversity training in Gossett Center
- Proposed SGA leadership training for Recognized Student Organizations (through the Stamp)
- Student Advisory Board for the Dean for Undergraduate Studies
- Academy of Innovation and Entrepreneurship, which hosted a design sprint with students, faculty, and staff regarding diversity education

Finally, we examined historical documents underlying adoption of the current General Education diversity requirement and recent campus reports assessing UMD's diversity climate to understand the context for change. These included: the December 2010 report, *Transforming General Education* and the 2004 report that preceded it, *CORE Diversity Task Force Recommendation*; the *2018 Campus Climate Survey Preliminary Report*; an external review (June 2018) and self-study (n.d.) of the Office of Diversity and Inclusion; and a 2017 report, *Diversity and Inclusion at College Park: Perspectives on Institutional Assets*, by Kevin Allison, Association of Colleges and Employers Fellow. In addition, the 2018 report from the Board of Regents of the University System of Maryland, *USM BOR Workgroup Report on Civic Learning and Democratic Engagement*, provided useful background regarding its civic learning and engagement goals for member institutions.

Findings

Characteristics of effective diversity education

ASHE report findings

In addition to supplying useful background regarding how *cultural competence* (as part of diversity education) has been conceptualized, the ASHE report outlined desired outcomes of diversity and democracy education, clarified institutional and contextual factors that affect success in achieving these outcomes, and offered recommendations for implementing effective diversity education initiatives. The authors noted that effective diversity education begins with the understanding that *culture* is not static; it varies over time as well as within and between sociocultural groups and intersects with different attributes of individuals' identities (e.g., the impact of race differs depending on one's gender, age, religion, etc.). It acknowledges that sociocultural groups vary in their access to power in ways that are profoundly affected by historical, political, and economic contexts and that people's membership in these groups is fluid.

Underscoring the importance of the Joint President/Senate Task Force work, authors Edna Chun and Alvin Evans observed that university contexts have enormous impact on the design and anticipated outcomes of diversity education initiatives. Historical legacy, demographic diversity, psychological and behavioral climate, and existing organizational structures, policies, and procedures regarding diversity have profound effects on what and how students learn. For example, predominantly White universities often lack the demographic diversity, policies, and procedures needed to create campus climates welcoming to Black and Brown faculty and students. This in turn impairs the campus infrastructure for teaching and learning about racial differences in curricular and informal settings; moreover, poorly implemented diversity educational initiatives may polarize or alienate majority and minority students.

Regarding effective diversity education, Chun and Evans highlighted the importance of supporting students' identity development and promoting perspective-taking, empathy, and intergroup learning. We expanded their ideas by incorporating additional cognitive, emotional, and behavioral outcomes identified in UMD's General Education Diversity category, as shown in Figure 1.
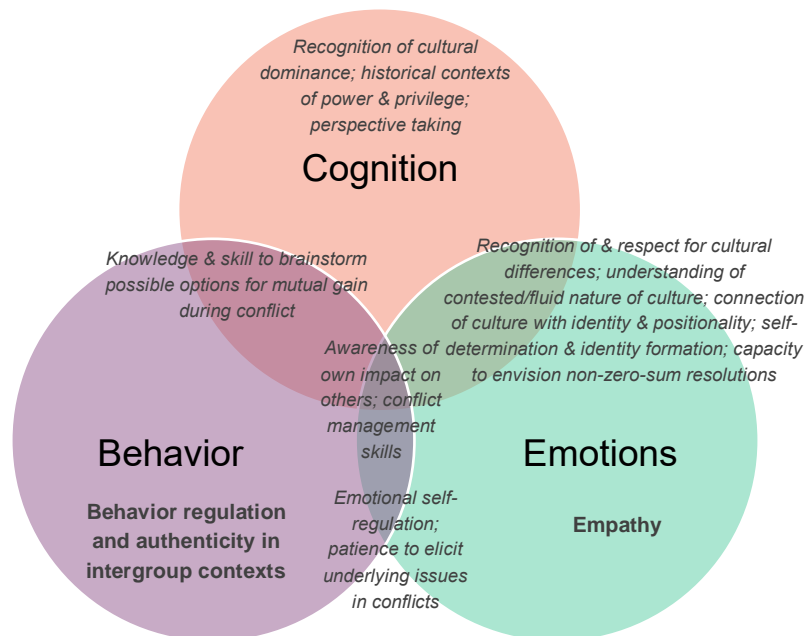
Chun and Evans emphasized the need to consider and evaluate how diversity education programs address identity development among both majority and minority students, and recommended the Words of Engagement Intergroup Dialogue Program (WEIDP) as especially effective in promoting perspective taking, empathy, and cross-group interactions. Three additional key points are that (1) students' first year experiences are formative in their skill development; (2) empirical research indicates greater attitude change among students who have two or more diversity and inclusion courses (i.e., preliminary exposure and later reinforcing content); and (3) faculty members need ongoing development in how to create and ensure culturally inclusive classroom environments.

Overlap with civic engagement education

Regarding *civic education and engagement*, the Board of Regents (BOR) of the University System of Maryland (USM) originally identified this issue in its 2010 strategic plan and emphasized it again in 2018 due to concerns about the "current cultural landscape of divisiveness and polarization, and the troubling trends in America's overall civic health" (*USM BOR Workgroup Report on Civic Learning and Democratic Engagement*, p. 5). The BOR workgroup recognized challenges associated with implementing civic engagement initiatives that match those associated with implementing diversity education initiatives, noting for example that the "complexities of managing difficult conversations in and out of classrooms" necessitates greater support for professional development of faculty members (pp. 20-21).

Likewise, the ASHE report explicitly linked diversity education with democracy outcomes. Chun and Evans argued that, to function effectively in democratic nations characterized by ethnic, racial, religious, and economic diversity, citizens need to be aware of the implications of such differences as well as how to negotiate them constructively. In summary, the USM and ASHE reports both indicated that effective civic engagement education entails the development of behavioral skills associated with listening across areas of difference, finding common ground, nonviolent conflict resolution, coalition-building, and advocating successfully for change. As such, supporting development of these behavioral skills became a major focus of our work.

Current diversity and civic education on campus

Range and depth of campus diversity and civic education

One important asset for revising the diversity and civic education curriculum is the large number of scholars who research and teach content relevant to diversity, inclusion, and civic engagement on our campus. Appendix C includes a partial list of the colleges, schools, and departments with faculty members whose expertise can both inform the development and delivery of stimulating workshops and courses and contribute to related programs seeking to augment their courses and curriculum.

As shown in Appendix D, UMD also offers a patchwork of campus-wide and college-specific educational programs pertaining to diversity and civic engagement. At the campus level, many (not all) freshman and transfer students enroll in UNIV100 or a comparable introductory course that includes a diversity-related learning outcome (i.e., to understand that diversity is not limited to categorical descriptions such as race, gender, and sexual orientation). All incoming freshmen are invited to participate in the First Year Book program, which historically has had substantial diversity, inclusion, and civic engagement aspects (e.g., *March Book 3* by John Lewis, Andrew Aydin and Nate Powell). Although copies of the first year book are free to all incoming freshmen, the extent of students' participation in campus events and activities depends on active participation of faculty members teaching their courses.

General Education diversity requirements

The 2010 [*Transforming General Education*](#) modifications to the previous CORE diversity requirement increased the number of needed courses from one to two and shifted the focus of these courses from celebrating differences to (1) understanding the complexities of pluralism[4] and (2) moving from theory to practice.[5] The goal of this change was to expand the set of courses to include those that would teach behavioral skills needed "to live in a globally competitive society" (see p. 25), and all Words of Engagement Intergroup Dialogue Program courses[6] (currently offered through the College of Education and coordinated by the Office of Diversity and Inclusion) were approved for the Cultural Competence designation. However, lingering concerns about whether the campus had enough instructors who could achieve the behavioral learning outcome (i.e., "effectively use skills to negotiate cross-cultural situations and conflicts") and would be willing to offer enough sections to fulfill demand if these courses were required led to modification of the requirement. Currently, students can take *either* (1) two Understanding Plural Societies courses, *or* (2) one Understanding Plural Societies and one Cultural Competence course.

Concerns about numbers of available seats in Cultural Competence courses proved prescient, as fewer than 60 unique courses have been approved by the Diversity Faculty Board for this designation. A stumbling block is the single required behavioral learning outcome: approved courses need to offer both guidance and opportunities to interact effectively with people who have different identities from those of students. To increase availability of these courses, former Chief Diversity Officer Kumea Shorter-Gooden offered summer workshops and stipends in 2014 and 2016 to faculty members interested in redesigning their courses to earn a Cultural Competence designation. About 18 additional Cultural Competence courses were approved because of her efforts.

Note that most courses that fulfill General Education diversity requirements have been developed so that they can also count toward fulfilling distributive studies requirements (typically in Humanities or History and Social Sciences). This feature enables students in majors that have large numbers of required courses (e.g., engineering, for which most major degrees require over 100 credit hours in major area courses) to complete their General Education requirements efficiently. Also note that, due to agreements with state community colleges, about 16% of UMD undergraduate students transfer into campus having fulfilled their General Education requirements by completion of their associate degrees. As a result, these students typically do not take any courses approved for the General Education diversity requirement.

College diversity and civic engagement education

Beyond campus-wide diversity and civic engagement coursework, UMD offers a variety of optional experiences to increase students' understanding of and experience with people whose identities differ from their own. For example, Global Classroom courses, Education Abroad, Civic Engagement Abroad, and the Global Studies minor programs provide highly engaging coursework and experiences. Within specific majors, students also gain exposure to coursework in diversity and/or civic engagement. For example, the School of Public Health requires students in all majors to complete coursework pertaining to diversity and inclusion due to recent changes in professional accreditation requirements. Formal programs, such as the Do Good Institute, and informal networks, such as the Campus Fabric coalition, offer guidance to faculty members who wish to include meaningful service learning opportunities in their

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[4] *This became the Understanding Plural Societies (DVUP) category within the GenED Diversity requirement.*

[5] *This became the Cultural Competence (DVCC) category within the GenEd Diversity requirement.*

[6] *WEIDP courses are offered in a 1-credit format and, due to their highly interactive pedagogy, each section is limited to about 15-18 students with one or two instructors trained by staff in ODI.*

courses or programs. These programs are worthwhile and valuable to students who seek them out; yet, as with existing campus-wide initiatives, they do not reach all undergraduate students.

Current campus climate

Available data from the self-study, external review, and campus climate survey each captured different facets of a heightened campus-wide concern about students' (and faculty and staff members') need to learn to navigate differences immediately and locally. For example, the ODI External Review concluded that various hate bias incidents (e.g., a noose hanging in a fraternity house, swastikas drawn in buildings, and anti-LGBT language posted in dorms) created uncertainty about administrative leaders' and faculty commitment to inclusion and diversity, as well as pressure "to raise awareness among staff and faculty of the needs of diverse students and increase their knowledge of how they might be served" (p. 10). The Campus Climate Survey Preliminary Report noted that Black and Latinx students, staff, and faculty scored lower on measures of perceived safety and institutional attachment than did Whites and Asian Americans (p. 19 & p. 30). The report stated that,

> "… the classroom was the largest opportunity at UMD to integrate diversity and inclusion. Suggestions about how to best approach academic integration varied from establishing a required class to embedding diversity and inclusion into every class" (p. 26).

Reports revealed that UMD students, faculty, and staff desire more consistent, comprehensive diversity education both in and outside the classroom. At the same time, the 2017 *Diversity and Inclusion at College Park: Perspectives on Institutional Assets* and the ODI Self-Study reports (among others) indicate that although a wide variety of campus diversity and inclusion initiatives do exist, they have typically been created to meet needs within specific units across a large, decentralized campus. As a consequence, these initiatives may simultaneously duplicate effort while isolating their impact within specific units.

Desired diversity and civic education outcomes

An overarching goal of this and related campus reports is to move toward a campus climate and community that embraces the aspirational values articulated in the 2018 Joint President/Senate Inclusion and Respect Task Force: united, respectful, secure and safe, inclusive, accountable, empowered, and open to growth. The 2016 ASHE report indicated that successful campus-wide movement in this direction requires coordinated, large-scale organizational changes, including: clear, consistent communications and internal marketing; broad training initiatives for faculty and staff; close examination and modification of inconsistent campus policies and practices, particularly those pertaining to human resources; and reconsideration and possible realignment of the campus organizational structure. Such institutional changes directly influence faculty and staff motivation and capability to implement curriculum modifications.

Against that background, we developed the following outcomes to guide our recommendations and to provide a general benchmark against which to assess progress.

As a result of UMD's diversity, inclusion and civic education curriculum, students should:

1. Reflect on how their culture and demographic characteristics, personal agency, and self-affirmations factor into their own identity formation.
2. Recognize that societies have embedded, dynamic, normative systems of thought, attitudes, and behavior that confer power and privilege more on some than other members.

3. Develop empathy for the social and material costs of structural exclusion and marginalization, including reflection on how their own social and structural position influence their beliefs, attitudes, and behaviors.
4. Appreciate and respect cultural differences, including internalization of UMD aspirational values of united, respectful, secure and safe, inclusive, accountable, empowered and open to growth.
5. Develop the skills necessary to engage and communicate constructively with people who differ from them, generate effective solutions for shared problems, and advocate for change. These include but are not limited to: perspective taking, empathy, emotional self-regulation, collaboration, and creative problem solving.

Key campus constraints

Any changes to diversity education requirements should not hinder students' degree progress. Some undergraduate majors, such as those in engineering, require 100+ credit hours (of 120 total) for degree completion. Adding more credit hours to students' programs of study is not a viable option.

The decision about how much of the proposed program changes should be required versus how much should be optional is difficult. Those interviewed made strong arguments for and against placing additional requirements on students. Many campus constituents strongly support mandatory diversity education because those who dismiss or fear diverse others are less likely to pursue optional education. Imposing requirements could mean, however, that students approach these educational opportunities with low motivation and passive resistance that would vitiate their intended benefits. In contrast, optional components increase the extent to which people internalize concepts and attitudes, but at the expense of broad participation across campus.

Although the focus of this report is on diversity and inclusion in undergraduate education, accomplishing the goal of altering the university's diversity climate should involve all members. The delivery of diversity education is heavily dependent on faculty, staff, and graduate assistants. To implement these recommendations successfully, faculty, staff, and graduate assistants will need additional training and guidance.

Although many aspects of the training are appropriate across campus, changes proposed here in the provision of training over the duration of a student's time on campus will require that the colleges be involved in providing some of this training. Additional diversity education should include consideration of diversity issues within disciplines and major degrees. Involvement of the colleges has the advantage of tailoring the approach to diversity education to the discipline and professional field.

Diversity education resources, including those of the Office of Diversity and Inclusion and the Teaching and Learning Transformation Center, are limited in terms of staff and time. Diversity education requirements thus need to be scaled and deployed in ways that do not overload staff capacity.

TASK FORCE RECOMMENDATIONS

Diversity Education Task Force recommendations comprise an interlocking set of mutually reinforcing proposals that incorporate research findings while balancing goals with campus constraints. As such, they should be considered as a package, in that adoption of one recommendation without the others would necessarily dilute its impact.

Our proposals fall into four broad categories: enhanced introductory activities for students new to campus; modifications of the General Education diversity requirement; expansion and formalization of optional diversity and civic education credentials; and voluntary adoption of diversity learning outcome(s) as part of all disciplinary and major area requirements. Key recommendations in each category can be found in Appendix E; here we outline the rationale, costs and expected benefits, and implementation issues.

1. Introductory activities for new students

As the 2016 ASHE report noted, *students' first-year experiences are formative* in their later diversity awareness and skill development; this is particularly true for students who have had limited exposure to other people whose identities differ significantly from their own. About 25% of UMD's 30,000 undergraduate students are new to campus, either as first-year or transfer students. Among those 75% who are in-state residents, undergraduate students may vary widely in prior exposure to other people who differ from themselves,[7] and with an average age of 20.5 years, they stand to benefit from early acknowledgement of such differences and clear expectations regarding how to interact constructively.

A critical place to intervene—both in changing the campus diversity climate and in preparing these students for a broader, deeper diversity and civic engagement curriculum—is prior to their arrival and during their first few weeks and months on campus. To supplement the Terrapin Strong initiative (which is currently in development within academic units) and those offered by the Department of Resident Life (for students who live on campus), we propose the creation of a mandatory online training module and expansion of diversity and civic engagement activities connected to UNIV100 and the First Year Book.

1.a. Online training module

We recommend development of a brief (30-minute) introductory online training module for all new students (freshmen and transfer) to complete prior to their arrival on campus. The purpose of this online module would be to:

1. Set positive expectations for upcoming interactions with diverse students, staff, and faculty;
2. Describe and illustrate UMD's aspirational values, emphasizing their role in fostering effective learning environments for all students;[8]
3. Indicate what students should do if they ever feel disrespected or unsafe while on campus; and,
4. Preview the historical context and upcoming Terrapin Strong activities after arrival on campus.

Ideally, this interactive and engaging module would be created collaboratively by current undergraduate students, ODI, TLTC, and faculty and staff from Academic and Student Affairs. Module completion could be enforced with a registration block and although the module would not be credit-bearing, it could highlight upcoming campus diversity activities, dialogues, and other credit-bearing experiences.

Assuming such an introductory online module were developed and implemented successfully, it could be delivered to other campus constituents such as new faculty, staff, and graduate assistants. Benefits of an introductory online training module include scalability and satisfying the need for some form of shared,

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[7] *The population of Prince George's County, Maryland, is 64% Black/African American and 27% White, whereas that of Garrett County, Maryland, is 1% Black/African American and 97.5% White; see https://www.census.gov/quickfacts/fact/table/garrettcountymaryland,princegeorgescountymaryland,MD/RHI125218.*

[8] *We anticipate that this framing and component may be important for defending this and other campus diversity initiatives from objections based on the September 22, 2020 Executive Order on Combating Race and Sex Stereotyping. Note that even if this EO is eventually abandoned or struck down in court, campus diversity initiatives may come under heighted political scrutiny due to nationwide polarization on issues of race and gender.*

mandatory experience for every new member of the campus. Costs include the time, effort and financial resources needed to develop, test, and deploy such a module, although faculty, staff, and student participation in this work may enhance the sense of ownership of and commitment to the larger initiative.

The creation and deployment of an online training module carries the risk of having low or limited impact, especially if it is of low quality or is not effectively reinforced by subsequent aspects of the undergraduate curriculum. As a mandatory training program, it also risks having its importance dismissed, in that voluntary participation in diversity training typically leads to greater internalization of the content. The registration block has potential to slow students' degree progress. Finally, the online module would need to be updated and refreshed periodically to remain interactive and engaging.

1.b. UNIV100

UNIV100, *The Student in the University*, and UNIV106, *The Transfer Student in the University*, are **optional** 1-credit courses for first year and transfer students, respectively, that provide an extended orientation to campus. Many colleges and living-learning programs also offer their own in-house versions of this course. UNIV100 and its variations include a required learning outcome pertaining to diversity and inclusion: students will examine their assumptions about diversity, inclusion, and individual differences. Note that, consistent with guidance from the 2016 ASHE report about first-year students' needs, this learning outcome could be revised to focus more squarely on students' intersectional identity formation.

Leaders in the Office of Orientation and Student Transitions (which coordinates UNIV100 instructor staffing, training, and delivery) indicated that one hurdle to improving the course's diversity content is that most instructors are staff members or advisors who have little time for training. To offset this, one option would be to offer financial incentives for UNIV100 instructors to participate in year-long learning communities focused on improving students' experiences, similar to the Elevate Fellows program. Another option would be to collaborate with senior leaders in Student Affairs, who have engaged with Narrativ4,[9] a nonprofit organization that teaches the use of personal storytelling to foster development of empathy. Narrativ4 uses a train-the-trainer model that could be expanded over time to include UNIV100 instructors.

In addition to supplemental training, two stand-alone diversity modules are currently available for UNIV100 instructors to adopt. One is Sticks+Stones, which was pilot tested several years ago. Available data indicated that students found Sticks+Stones to be engaging and that it deepened their understanding of and appreciation for identity-related differences; however, this module takes up most or all of three class sessions, which reduces class time for addressing the other six UNIV100 learning outcomes. The second innovation is an interactive board game, *My Maryland Odyssey*, that embeds diversity and inclusion content in a simulated four-year college experience. Playing and debriefing the game takes about 90 minutes of class time, and early student feedback has been positive. The Office of Student Orientation and Transitions prepared 20 sets of game boards (including teaching guides for instructors) that can be checked out at no cost for use in UNIV100 and related courses.

UNIV100 and its variants are not required; in particular, students who transfer directly into degree programs are not likely to take the course. Yet, the course has broad enrollment among first year students. The costs associated with incentivizing learning community participation and expanding use of innovative modules are modest and would have a beneficial impact on staff interest and morale.

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[9] See https://narrative4.com/.

1.c. First Year Book

The First Year Book program, which provides a free copy of the selected book to all new students, has historically had strong diversity, inclusion, and civic engagement components.[10] We propose that this effort be extended to include faculty and student incentives to participate in explicit, university-wide programming pertaining to diversity, inclusion, and civic engagement; note that the ODI external review included a similar recommendation.

Broadening faculty involvement in this effort through training and workshops with groups of students early in the year would promote respectful conversations around important issues, even where there is substantive disagreement. Prizes could be offered to recognize engaged and creative responses to the book; corollary events such as talks, films, and performances might be developed; faculty members could be offered stipends to participate and be trained in convening workshops for students; and the campus could publicize these programs to solicit engagement from the larger community. Likewise, students could be awarded electronic badges for their participation in these activities as a low-cost approach to promote attendance.

2. Changes to General Education

Many post-secondary institutions include diversity requirements as part of their General Education curricula; UMD is among those that have required diversity coursework for several decades. To enhance the value and impact of this coursework, we recommend changing the names, learning outcomes, and composition of required diversity courses. In addition, we support ongoing innovation among faculty teaching Academic Writing and Oral Communication courses to incorporate diversity, inclusion, or civic engagement content in course assignments.

2.a. Diversity requirement

As noted on page 7, UMD's current General Education diversity requirement consists of two courses for a total of 4-6 credit hours. The requirement can be fulfilled in one of two ways: either two courses that meet Understanding Plural Societies (UPS) learning outcomes, or one UPS course and one that meets Cultural Competence (CC) learning outcomes (see Table 1 for a summary; approved courses must meet four of six UPS or three of five CC learning outcomes). Because UPS courses were designed to teach theory, many are also approved for General Education distributive categories (i.e., Humanities or History and Social Science), whereas CC courses were designed to emphasize practice. Most students fulfill the diversity requirement by taking two UPS courses. Due to the required behavioral outcome, CC courses tend to be small and resource-intensive; for example, ODI's Words of Engagement Intergroup Dialogue Program and many Study Abroad courses qualify.

Table 1. Current Diversity Learning Outcomes	
Understanding Plural Societies Learning Outcomes	Cultural Competence Learning Outcomes
1. Demonstrate understanding of the basis of human diversity and socially-driven constructions of difference: biological, cultural, historical, social, economic, or ideological. 2. Demonstrate understanding of fundamental concepts and methods that produce knowledge about plural societies and systems of classification.	1. Understand and articulate a multiplicity of meanings of the concept of culture. 2. Reflect in depth about critical similarities, differences, and intersections between their own and others' cultures or sub-cultures so as to demonstrate a deepening or transformation of original perspectives.

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[10] *Titles of the First Year Book from the last five years illustrate this; they include:* **Demagoguery and Democracy** *(Patricia Roberts-Miller),* **The Refugees** *(Viet Thanh Nguyen),* **March Book 3** *(John Lewis, Andrew Aydin & Nate Powell),* **Just Mercy** *(Bryan Stevenson), and* **Head off & Split** *(Nikky Finney).*

Table 1. Current Diversity Learning Outcomes	
Understanding Plural Societies Learning Outcomes	Cultural Competence Learning Outcomes
3. Explicate the policies, social structures, ideologies or institutional structures that do or do not create inequalities based on notions of human difference. 4. Interrogate, critique, or question traditional hierarchies, especially as the result of unequal power across social categories 5. Analyze forms and traditions of thought or expression in relation to cultural, historical, political, and social contexts, as for example, dance, foodways, literature, music, and philosophical and religious traditions. 6. Use a comparative, intersectional, or relational framework to examine the experiences, cultures, or histories of two or more social groups or constituencies within a single society or across societies, or within a single historical timeframe or across historical time.	3. Explain how cultural beliefs influence behaviors and practices at the individual, organizational, or societal levels. 4. Compare and contrast similarities, differences, and intersections among two or more cultures. 5. Use skills to negotiate cross-cultural situations or conflicts in interactions inside or outside the classroom. (required for all CC courses)

After extensive discussion with the General Education diversity faculty board, as well as other faculty, staff, and student groups, we propose that the General Education diversity requirement retain the same basic two-course structure and a minimum of 4-6 credit hours, with several modifications:

1. Revise the diversity category labels and learning outcomes. (Note that the labels and learning outcomes listed below are tentative, pending further discussions with General Education diversity faculty and board members.)
   a. The *Understanding Plural Societies* category would be relabeled *Understanding Structures of Racism and Inequality*, and would include one required learning outcome focused on systemic racism.
   b. The *Cultural Competence* category would be relabeled *Navigating Diverse Social Environments*, and instructors would have a larger set of required behavioral learning outcomes from which to choose at least one.
   c. Empathy would be added as a learning outcome in both diversity categories.
2. Require students to take one course in each category (i.e., one theory and one practice course).
3. Allow (but do not require) courses to qualify under both categories.

Summaries of the current and proposed new learning outcomes are shown below in Tables 2 and 3.

Table 2. Current and Proposed Theory-Oriented Diversity Learning Outcomes	
Current Understanding Plural Societies Learning Outcomes	Understanding Structures of Racism and Inequality Learning Outcomes
1. Demonstrate understanding of the basis of human diversity and socially-driven constructions of difference: biological, cultural, historical, social, economic, or ideological. 2. Demonstrate understanding of fundamental concepts and methods that produce knowledge about plural societies and systems of classification. 3. Explicate the policies, social structures, ideologies or institutional structures that do or do not create inequalities based on notions of human difference. 4. Interrogate, critique, or question traditional hierarchies, especially as the result of unequal power across social categories 5. Analyze forms and traditions of thought or expression in relation to cultural, historical, political,	1. Analyze racism as a form of historical and systemic discrimination that intersects with other forms of power and oppression. (required) 2. Analyze social policies, ideologies, or institutions that give rise to structural inequalities and sustain power differences based on race/ethnicity and other social categories. 3. Reflect on and critically analyze one's own identity including race/ethnicity, cultural values, norms, and biases, and how these affect one's perceptions of individuals with different identities. 4. Identify, describe, and empathize with the experiences of individuals who have been marginalized in societal disputes due to racial and other forms of systemic inequity.

Table 2. Current and Proposed Theory-Oriented Diversity Learning Outcomes	
Current Understanding Plural Societies Learning Outcomes	Understanding Structures of Racism and Inequality Learning Outcomes
and social contexts, as for example, dance, foodways, literature, music, and philosophical and religious traditions. 6. Use a comparative, intersectional, or relational framework to examine the experiences, cultures, or histories of two or more social groups or constituencies within a single society or across societies, or within a single historical timeframe or across historical time.	5. Analyze differences among forms and traditions of thought or expression in relation to cultural, historical, political, and social contexts, as for example, dance, foodways, literature, music, and philosophical and religious traditions. 6. Use a comparative or intersectional framework to examine the histories, experiences, and perspectives of two or more social groups (a) within a single society or historical timeframe or (b) across different societies or historical times.

Table 3. Current and Proposed Practice-Oriented Diversity Learning Outcomes	
Current Cultural Competence Learning Outcomes	Navigating Diverse Social Environments Learning Outcomes
1. Understand and articulate a multiplicity of meanings of the concept of culture. 2. Reflect in depth about critical similarities, differences, and intersections between their own and others' cultures or sub-cultures so as to demonstrate a deepening or transformation of original perspectives. 3. Explain how cultural beliefs influence behaviors and practices at the individual, organizational, or societal levels. 4. Compare and contrast similarities, differences, and intersections among two or more cultures. 5. Use skills to negotiate cross-cultural situations or conflicts in interactions inside or outside the classroom. (required for all CC courses)	1. Reflect deeply on critical similarities and differences between one's own and others' identities and social positions due to racism and other systems of oppression. 2. Identify, reflect on, and demonstrate the language and behaviors used to convey respect for people of similar and different social backgrounds. 3. Identify, describe, and empathize with the experiences of individuals who have been marginalized in societal disputes with more powerful social groups. ***At least one of the following is required:*** 4. Communicate effectively (i.e., listen and adapt one's own persuasive arguments) with others from different social backgrounds to establish and build coalitions. 5. Demonstrate skills to work collaboratively within and across social groups to achieve mutual goals. 6. Use skills to identify and reach consensus on resolutions for shared problems in conflicts across social groups.

Our proposed modifications offer significant additional educational benefits to students. By requiring one course in each category, they ensure that students gain exposure to both theory and practice. Broadening the range of behavioral learning outcomes to include skills needed for civic engagement would broaden the types and numbers of courses that could be approved and may contribute to an improved campus diversity climate. The new Understanding Structures of Racism and Inequality learning outcomes are sharper and more focused. Finally, the new required learning outcome ensures that students will grapple with the problems of systemic racism, which is timely and has been an historic oversight on this predominantly White campus in a former slave-holding state.

At the same time, these proposed modifications preserve many advantages of the existing General Education diversity requirements. For example, there would be no changes in the required number of credit hours, and courses approved for the "theory" category would still be able to qualify as distributive studies courses. The theory-practice distinction between the two diversity categories would be maintained. Finally, at least three Understanding Plural Societies learning outcomes overlap with those in the new category of Understanding Structures of Racism and Inequality, which would facilitate migration of those courses into the new diversity requirement.

Note that the proposed modifications pose several implementation challenges. By changing the required course structure, this proposal needs University Senate approval. Currently approved UPS and CC courses may need to be revised and would have to be reviewed to ensure they meet the new Understanding Structures of Racism and Inequality and Navigating Diverse Social Environments learning outcomes. This entails considerable work. In addition, the revision and approval process would need to be planned and managed in a way that produces approximately 6000 seats per year in approved Navigating Diverse Social Environments courses, so as not to impede students' ability to complete the requirement. Departments and faculty members will need additional training and course development resources to acquire the skills and approaches necessary to meet the new outcomes. One way to facilitate this would be to follow the model used for I-Series courses; that is, to provide incentives for faculty to design, teach, and participate in learning communities. Another possibility would be to expand collaboration with Student Affairs in their work with Narrativ4 and the use of storytelling to teach empathy. Both options would require additional financial resources and additional staff members in TLTC, ODI, and/or UGST to provide needed support, training and development.

Modifying the General Education diversity requirement also entails changes to the curriculum management and course auditing systems. It appears that Courseleaf (the curriculum management system) can be programmed to handle these change at a general level, but the diversity faculty board would need to validate that newly submitted courses meet the minimum number of learning outcomes from each set (i.e., the CIM system could not do this automatically; it can only designate specific learning outcomes as required or not). The degree audit tool would require specific re-programming to recognize the two-course/4-6 credit requirement and advisors would need to be trained to resolve anomalies.

In considering the implications of this change, the DETF recognized that this proposal may create disruption for and possible resistance from some instructors teaching previously approved diversity courses. There may be less demand for courses previously approved for UPS and eligible for Understanding Structures of Racism and Inequality, which could prompt some instructors to discontinue offering those courses. Related risks are that the demand for Navigating Diverse Social Environments diversity courses outstrips the supply or that this modification results in unevenness in the quality of available diversity courses, which in turn would undermine the larger goals of this initiative. Potential benefits include the creation of a high impact, engaging set of courses that enable students to develop skills valuable in workplace and civic settings and generalization of faculty skills in creating and teaching these courses to other parts of the undergraduate curriculum.

In summary, we propose substantive changes to the labels and learning outcomes of courses that qualify for the General Education diversity requirement. Implementing these changes successfully will necessitate contingent planning, both in transitioning the supply of approved courses and in motivating and preparing faculty members to revise their General Education diversity courses. Our analysis revealed that the benefits and risks of this change depend on the availability of (1) incentives to faculty members to make the change and (2) guidance and support for them to implement it. This will take time and resources in the form of 1-2 additional staff members in key support units such as ODI, TLTC, and UGST.

2.b. Academic Writing and Oral Communication

Another method to supplement students' exposure to diversity, inclusion, and civic engagement content is to embed these topics within other required courses. For example, our discussions with the director of the Academic Writing Program indicated that she has been experimenting with including explicit diversity-focused changes to the design of these courses. We recommend that this work be supported and extended; note that it does not necessitate Senate approval. Similarly, we propose that faculty members

could be encouraged to incorporate a civic engagement component in Oral Communication courses, as has been initiated through a pilot collaboration with the Do Good Institute.

3. Optional diversity and civic engagement credentials

3.a. Existing programs and opportunities

Our review of prior reports and interviews with campus constituents indicated that many programs have been created within both Academic Affairs and Student Affairs units to develop students' understanding of, sensitivity to, and skills for dealing with diversity, inclusion, and civic engagement issues. Some of these programs rely on sets of credit-bearing courses while others do not. Examples of such opportunities include: training provided by ODI to undergraduate teaching assistants for the Words of Engagement Intergroup Dialogue Program; the Common Ground Multicultural Dialogue program in Resident Life; the PEER and CARE mentor programs at the University Health Center; specific course and service-learning requirements within living-learning programs (e.g., CIVICUS); comprehensive training programs for campus Resident Assistants; courses and service learning programs developed and documented by members of the Campus Fabric; and training programs offered by Fraternity and Sorority Life, Athletics, and other recognized student organizations.

Although these programs offer students deep and valuable learning experiences, they are often not publicized broadly or recognized formally for their impact in developing students' skills. We propose to change this by cataloguing and codifying these programs using a badging or microcredentialing system such as that available in UMD's recently acquired ePortfolio tool, Portfolium. To the extent existing programs and courses might meet the outcomes of the revised Diversity category within General Education described above, they might also provide expanded opportunities for fulfilling requirements.

To implement such a badging initiative, UMD would need to create a new standing committee comprised of program faculty members with support from ODI staff and TLTC learning experts; they would identify the criteria and relevant types of coursework, training, and learning experiences that contribute to students' acquisition of diversity, inclusion, and civic engagement skills. These could be used to generate sets of two- and four-year diversity, inclusion, and civic engagement microcredentials. Existing campus programs (such as those listed above) could then document which parts of their coursework and learning experiences fulfill these criteria, resulting in a centralized clearinghouse of diversity, inclusion, and civic engagement learning experiences. With assistance from the Office of Career Services, UMD could market these microcredentials to prospective employers, thereby creating incentives for students to incorporate these learning opportunities into their undergraduate degree programs.

3.b. New programs

We propose that UMD expand its civic engagement offerings by establishing the Maryland Volunteer Corps (MVC) to provide students with opportunities for service and immersion in settings that involve extended, intense involvement with cultural groups distinct from those in which they were raised. The MVC could be structured as a semester long or summer program akin to an internship, fostered in partnership with local governments, school districts, and human service organizations. The experience should extend and build on students' prior diversity education experiences. Students might be involved in working on local problems identified by municipal or county governments or residents; supporting community-based programs as frontline staff members; assisting local governments or human service organizations via community needs assessment; or working directly with local agencies, such as schools,

police, or child welfare agencies. Limited slots could be assigned through a competitive process and treated as an honor for students.

Funding to support stipends for MVC internships could be sought from the state legislature or through philanthropy and coordinated with the Do Good Institute and Office of Community Engagement. Placements would be developed within participating communities across the state of Maryland. Note that the MVC could be designed explicitly to qualify for a diversity and civic engagement microcredential.

4. Major degree program requirements

We recommend that faculty members in each department and college be asked to review their undergraduate major degree requirements regarding *discipline-relevant* diversity, inclusion and civic engagement content. Where such content is absent or limited, they would be asked to identify appropriate learning outcomes and to use these as a basis for introducing or augmenting current instruction. The goals of this undertaking would be to ensure that all graduating students (1) are knowledgeable regarding diversity-related issues that influence opportunities within and the practice of the discipline; and (2) obtain guidance regarding how to navigate diversity-related issues successfully. This component of diversity education could dovetail with the college-specific Terrapin Strong on-boarding program, emphasizing the dimensions of diversity and inclusion pertinent to the academic discipline and the identity of the college.

A brief illustration of why and how this recommendation could be implemented in disciplines that do not typically focus on diversity and inclusion issues derives from the 2016 book *Weapons of Math Destruction*, by Cathy O'Neil (designated as the 2020-21 First Year Book). She noted that math and computer science are heavily male-dominated fields, which has resulted in seemingly minor oversights with large practical consequences in the development and deployment of algorithms. Facial recognition technology, for example, relied on norm samples of White male faces, with the result that available systems are less accurate in recognizing non-White and female faces. Acknowledging such consequences of imbalanced workforce participation and highlighting the value of learning skills to work effectively with members of underrepresented groups offer important contributions to students' degree programs.

Consistent with current campus practice, decisions regarding content, format, learning outcomes, and assessment would reside within departments and colleges. We define "instruction" broadly in that it could take a variety of forms, including non-credit workshops, experiential learning opportunities, or credit-bearing coursework. We propose that all diversity-related learning outcomes be incorporated into existing assessment practices within each major, so that they are subject to the same continuous improvement processes as are other learning outcomes. Degree programs' implementation and assessment of diversity-related outcomes would form part of the regular review process by the Provost's Commission on Learning Outcomes Assessment. Departments and colleges retain control over and responsibility for their programs' requirements, learning outcomes, and instruction.

We anticipate that, for some undergraduate degree programs, adoption of this recommendation would require minimal or no changes to either the curriculum or the assessment plan. For example, the College of Education and the School of Public Health have incorporated diversity-relevant instruction into their current degree programs as the result of accreditation requirements and their understanding of labor market needs. For degree programs that do not currently offer diversity-related content, relevant instruction could take the form of professional development workshops that help students learn to work in

diverse teams, appreciate a range of perspectives, or interact respectfully with those whose background and experiences are different from their own. Ideally, the inclusion of diversity-related content will both improve graduates' preparation for employment and help reduce race and gender imbalances in some disciplines.

An alternative that might facilitate this process for majors and disciplines that do not ordinarily address diversity and inclusion content is that adopted in the General Education Professional Writing Program, which offers courses tailored to the writing needs within disciplinary clusters (e.g., technical writing, business writing). Using a similar approach, appropriate learning goals and relevant diversity-related workshops or coursework could be identified and designed collaboratively by small teams of faculty members within specific departments, ODI staff, and TLTC instructional development specialists. Depending on departmental capabilities and preferences, workshops or courses might also be delivered by ODI or TLTC staff members, in collaboration with departments.

Many colleges and universities, including UMD, have incorporated diversity education requirements into their General Education programs. Although there are clear benefits for offering this type of broad-based introduction early in students' academic programs, the concepts may seem abstract and distant from students' goals and professional careers. Supplementing these early courses with instruction focused on discipline-specific diversity-related challenges can increase the perceived relevance and value of such content and equip students to address these challenges in the workplace.

In weighing the implications of modifying undergraduate degree requirements, Diversity Education Task Force members sought to pinpoint both the likely outcomes and those with unexpectedly negative consequences. One set of high-probability outcomes concerns an expectation that some academic units will resist this change, either because they fail to discern value in undertaking it, they resent externally directed changes, or they lack confidence in their skills to implement these changes successfully. We recognize that some resistance may be offset by the high degree of faculty control retained over the content and form of any changes. Yet, to the extent that in-house centers of expertise—in the form of ODI, AIE, Career Services, and TLTC—currently lack the staffing to assist extensively with implementation, our analysis indicated potential for dissatisfaction among faculty and students. Thus, adoption of this proposal depends on having adequate staffing in campus-wide units to handle the increase in workload.

A second high-probability outcome pertains to external publicity generated from adopting this proposal. It is relatively rare for universities to mandate diversity instruction in their majors, and some efforts to move in this direction[11] have been met with criticism.[12] Given the University's recent history, such criticism may be muted. Regardless, a clear rationale and plan of communication is essential.

CONCLUSIONS

Our recommendations entail a seismic shift in UMD's approach to diversity education. The changes involve the articulation of cultural awareness of civic engagement with the development of skills needed to participate in a culturally diverse setting, both within and outside of the university. We offer these

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[11] See https://news.stanford.edu/2019/08/14/making-physics-inclusive/.
[12] See https://www.campusreform.org/?ID=13615.

recommendations with the goal of keeping in check the burden placed on students so as not to impede their progress toward graduation. At the same time, additional time and resources will be needed to signal a seriousness of purpose in transforming the community and imparting needed skills to our students.

An exclusive focus on knowledge development or other cognitive processes is insufficient to achieve the outcomes intended for diversity education. Opportunities for skill building and behavioral change are critical. These outcomes are unlikely to be achieved solely through General Education requirements. They are more likely to arise from optional training and co-curricular experiences. Recognition of these experiences will combine with intrinsic drive to motivate students to take advantage of these non-required experiences that are designed to engage students with difference.

Finally, this report underscores the responsibility and contribution of colleges and departments for diversity education of their students. Although some colleges and departments have already initiated programs that embrace this role, we invite others to develop their willingness and capacity to infuse diversity education within their curricular offerings and the co-curricular experiences provided to students.

APPENDICES

Appendix A. Diversity Education Task Force Charge

The Diversity Education Task Force (DETF) received the following charge from Provost Mary Ann Rankin on April 12, 2018:

> *The Diversity Education Task Force will review the University of Maryland's provisions for diversity education and make recommendations for improving them. The group will consider the current diversity requirements within the university's General Education program, as well as ways to articulate them with the educational efforts underway or proposed for other parts of the campus, to foster a more inclusive and respectful community. The task force will take into account national conversations about diversity and explore research and best practices for diversity education used by our peers. It will recommend how to achieve our goals via General Education and other educational or training initiatives (such as those offered in Resident Life, Education Abroad, student organizations, etc.). In addition, the task force will consider provisions for civic education and civic engagement in current educational efforts and make recommendations about their potential expansion.*

Co-chaired by Professor Oscar Barbarin and Dean for Undergraduate Studies/Professor William Cohen, the task force included Senam Okpattah (undergraduate student), Steven Petkas (Student Affairs/Resident Life), Professor Lourdes Salamanca-Riba (Materials Science & Engineering), Professor Thurka Sangaramoorthy (Anthropology), Professor Ebony Terrell Shockley (Teaching and Learning, Policy & Leadership), Professor Janelle Wong (American Studies), and Associate Dean/Associate Professor Cynthia Kay Stevens (Office of Undergraduate Studies; Management and Organization).

Refinement of charge

As we considered our charge, we concluded that several interrelated considerations restricted our scope to *undergraduate education*. First, the charge explicitly mentions General Education and initiatives within Resident Life and Education Abroad, all of which are geared toward the undergraduate population. Second, most of UMD's undergraduate population is at an age and stage in which they are encountering and living among peers from diverse identity backgrounds for the first time. As a result, effective diversity and inclusion education may be crucial to facilitate successful transitions to campus life. Third, responsibility for undergraduate education is shared across the campus as a whole, whereas graduate education is the purview of individual departments, colleges, and schools. In many cases, graduate coursework is mandated by professional associations and other discipline-specific accrediting bodies, which limits UMD's jurisdiction regarding recommended curriculum changes. Thus, our analysis and recommendations focus on diversity and inclusion education within UMD's undergraduate population; we consider training and education for graduate students, faculty, and staff only insofar as these affect implementations of undergraduate initiatives.

Regarding integration of *civic engagement* with diversity and inclusion education, the DETF met with UMD President Wallace Loh on July 13, 2018, to learn how the University System of Maryland (USM) defined civic education and engagement. We also reviewed the May 15, 2018 USM Board of Regents Working Group Report, *Civic Learning and Democratic Engagement*. Both the conversation and document review clarified that there was substantial overlap in intent and definition. Although some civic education components seemed tangential to diversity and inclusion (e.g., familiarity with key democratic texts; understanding how to access voting and political representation systems), those regarded as

essential by the USM Board of Regents and by President Loh fit well with DETF working definitions, including: civility and civil discourse; ability to work across differences toward collaborative decision making; and understanding how to work with community groups and members to identify and solve problems (see page 7 of report).

Third, the DETF devoted several meetings to clarifying and re-considering the intention underlying UMD's General Education diversity requirement. Included in the 2008 revision to CORE, current General Education diversity requirement was added to prepare students to enter a global, diverse workforce and consists of two courses, either (1) one fulfilling Cultural Competence learning outcomes and one fulfilling Understanding Plural Societies learning outcomes, or (2) two that fulfill Understanding Plural Societies learning outcomes. The rationale for two options is that there were not enough seats available in approved Cultural Competence courses to meet demand. This formulation has on occasion been criticized by students who argue that Understanding Plural Societies (UPS) courses are less directly relevant to them than are Cultural Competence (CC) courses.

DETF members agreed that the original rationale for the diversity requirement is, in hindsight, both distal and limited given the pressing proximal need to improve the campus racial climate and to ensure that students of all identities feel safe and welcome. Moreover, as we dug deeper into best practices for diversity and civic education, we realized that both UPS and CC learning outcomes offer essential context for diversity and civic education.

Appendix B. Terminology and Definitions.

From the NIEHS-NIH Glossary of terms:[13]

- **Culture:** An integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting, roles, relationships and expected behaviors of a racial, ethnic, religious or social group; the ability to transmit the above to succeeding generations; culture is always changing.
- **Cultural awareness:** Recognition of the nuances of one's own and other cultures.
- **Cultural competence:** The ability of individuals to use academic, experiential, and interpersonal skills to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups. Cultural competence implies a state of mastery that can be achieved when it comes to understanding culture. Encompasses individuals' desire, willingness, and ability to improve systems by drawing on diverse values, traditions, and customs, and working closely with knowledgeable persons from the community to develop interventions and services that affirm and reflect the value of different cultures.
- **Cultural diversity:** Differences in race, ethnicity, nationality, religion, gender, sexual identity, socioeconomic status, physical ability, language, beliefs, values, behavior patterns, or customs among various groups within a community, organization, or nation
- **Cultural humility**: is a lifelong process of self-reflection and self-critique. Cultural humility does not require mastery of lists of "different" or peculiar beliefs and behaviors supposedly pertaining to different cultures, rather it encourages to develop a respectful attitude toward diverse points of view.
- **Cultural sensitivity:** Understanding the needs and emotions of one's own culture and the culture of others.
- **Cultural responsiveness:** is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.[14]

Diversity and Inclusion Component

Issues and concerns with the term *cultural competence*:

- *Cultural* suggests a focus on behavior, norms, interpretation and language, but there are structural inequities and hierarchies embedded in cultures that play an important role and need to be captured. There is also sometimes an erroneous belief that culture is fixed or static.
- *Competence* has connotations of elitism (i.e., those who are not competent are deficient) and that people can achieve a state of mastery or a stopping point. In this realm, however, there is infinite room for growth.

The ASHE Report proposed the term *diversity competence*, which has many of the problems outlined above, in that "diversity" emphasizes differences without capturing the structural inequities and hierarchies.

We opted to use the term *diversity education* to sidestep problems associated with terms listed above.

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[13] https://www.niehs.nih.gov/news/events/pastmtg/hazmat/assets/2007/wtp_2007ntec_wruc_latino_tips_glossary_508.pdf

[14] http://www.niusileadscape.org/docs/pl/culturally_responsive_pedagogy_and_practice/activity2/Culturally%20Responsive%20Pedagogy%20and%20Practice%20Module%20academy%202%20%20Slides%20Ver%201.0%20FINAL%20kak.pdf

Civic Education and Engagement

The USM Report includes this formulation: Civic Education + Civic Engagement ⇒ Civic Responsibility

Civic education, as defined by the 2018 USM Report[15]

- Civic education means all the processes that affect people's beliefs, commitments, capabilities, and actions as members or prospective members of communities. It includes the following knowledge and skills:
  - Familiarity with key democratic texts and universal democratic principles and significant debates;
  - Understanding of the historical, economic, and political contexts of the U.S. government'
  - Understanding of how to access voting and political representation systems;
  - Knowledge of the political systems that frame constitutional democracies and political and social levers for influencing change;
  - Knowledge of the diverse cultures, histories, values and significant debates that have shaped U.S. and other world societies;
  - Understanding of key issues in society and how different groups are impacted by government processes and decisions;
  - Exposure to multiple traditions drawing on views about religion, government, race; and
  - Understanding ethnicity, gender, education, ability, family structures, and the economy from multiple intellectual traditions as well as students' own perspectives.
  - ✓ **Civic education skills** include:
  - Civility and civil discourse in both oral and written communication;
  - Information and media literacy, including gathering and evaluating multiple sources of evidence and seeking and being informed by multiple perspectives;
  - Ability to work across differences toward collaborative decision making; and
  - Understanding of how to work with community groups and members to identify and solve problems.

Civic engagement, as defined by the 2018 USM Report

- Civic engagement promotes an understanding and awareness of the world and one's role in it, helping to prepare students to become responsible citizens. Civic engagement:
  - Builds upon the knowledge and skills of civic education by providing students with opportunities to work in their communities;
  - Connects students with their communities by creating access points;
  - Expands their knowledge of democracy in practice through direct participation;
  - Includes individual and group reflections which examine democratic institutions, policies, principles, rights, and values and reinforces civic learning;
  - Provides context for exploring the sources of and potential solutions for problems associated with the functioning of a democracy; and
  - Develops capacity for leadership in the larger community.

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[15] *http://www.usmd.edu/usm/academicaffairs/civic-engagement/CivicReport.pdf*

Civic responsibility

- Civic responsibility is the culminating outcome of this work; it incorporates democratic values and practices and leads to individual and collective action for the public good. Values and practices include:
    o   Respect for freedom and human dignity for all;
    o   Civil discourse and respect;
    o   Empathy;
    o   Open-mindedness, inclusion and tolerance;
    o   Justice and equality;
    o   Ethical integrity;
    o   Commitment to regular community participation; and
    o   Responsibility to a greater good.

Appendix C. Overview of Campus Scholarly Experts

One substantial asset for implementing proposed changes to the undergraduate diversity and civic education curriculum is the large number of University faculty who have spent their careers studying these issues in a variety of contexts. Although they are too numerous to name individually here, the University's scholarly experts represent resources that can be tapped by schools and colleges with less direct experience in addressing these issues.

Colleges, Schools, and Departments with Relevant Expertise

- **College of Agricultural and Natural Resources**, which includes the following relevant disciplines: Environmental Science and Policy, Nutrition and Food Science, Veterinary Medical Sciences, and the Institute of Applied Agriculture.
- **School of Architecture, Planning and Preservation**, which includes scholars with expertise in Urban Studies and Planning and Historic Preservation.
- **College of Arts and Humanities**, in which virtually every department includes faculty members with relevant expertise, including American Studies, Art History and Archaeology, Communication, English, History, Theatre, a variety of languages and cultures (Arabic, Central European, Russian and Eurasian Studies, Chinese, French, Germanic Studies, Italian, Japanese, Persian Studies, Romance Languages, Russian, Spanish), Jewish Studies, Women's Studies, Music, and Religion.
- **College of Behavioral and Social Sciences**, with outstanding scholars in African American Studies, Anthropology, Criminology and Criminal Justice, Economics, Government and Politics, Hearing and Speech Sciences, Psychology and Sociology.
- **College of Computer, Mathematical and Natural Sciences** includes experts in biodiversity and conservation.
- **College of Education**, with renowned faculty in Teaching, Learning, Policy and Leadership, and Counseling, Higher Education and Special Education.
- **College of Information Studies**, whose faculty offer coursework in teams and organizations, user-centered design and assessing information user needs
- **The Philip Merrill College of Journalism** includes a wide variety of journalists and scholars who cover topics ranging from politics and sports to broadcast journalism and alternative media platforms.
- **The School of Public Health**, with experts in Family Science, Public Health, and Behavioral and Community Health.
- **The A. James Clark College of Engineering**, which offers undergraduate minors in Engineering Leadership Development and International Engineering.
- **The Robert H. Smith School of Business** offers degrees in International Business, Marketing and Management, with coursework focused on cultural differences.
- **The School of Public Policy** offers a new undergraduate degree in public policy that is infused with understanding differences.

Appendix D. Selected Summary of Current UMD Undergraduate Diversity and Civic Education

The table below provides a partial summary of UMD's current undergraduate diversity and civic education programs.

Component	Notes	Who Gets This?	Who Does Not?	Diversity/Civic Engagement-Related Content
UNIV100	1 credit course taught across campus; typically runs for 7-10 sessions - Content varies across campus; some learning objectives are tailored to specific majors & living-learning programs - It is not required across campus except for some majors	Many UMD freshmen and some transfer students	Many UMD freshmen take a college- or program-specific version of UNIV100 with different learning outcomes. Most transfer students opt out.	**Learning outcome**: To understand that diversity is not limited to categorical descriptions such as race, gender, and sexual orientation - The Sticks+Stones program was pilot-tested in UNIV100 and showed positive outcomes. However, this program requires 3 class sessions which is not feasible for all UNIV100 instructors (given that they need to accomplish other UNIV100 learning goals)
First Year Book	Faculty members opt in to obtain prepared teaching content and materials.	UMD freshmen who enroll in courses that make use of the first-year book	Many transfer students and first-year students whose curriculum does not use these books.	Selected books have historically had strong diversity, inclusion and civic engagement aspects, e.g., *March Book 3* (John Lewis, Andrew Aydin & Nate Powell), *The Refugees* (Viet Thanh Nguyen) and *Demagoguery and Democracy* (Patricia Roberts-Miller).
General Education: Diversity requirement	2 required courses: either 2 DVUP or 1 DVUP + 1 DVCC - The Words of Engagement Intergroup Dialogue Program (WEIDP) courses are approved to fulfill DVCC requirements.	Undergraduate students who complete General Education requirements on campus (about 84% of the	Not required if students transfer in with AA degree from state community colleges	DVUP learning outcomes include cognitive and attitudinal aspects: 1. Demonstrate understanding of the basis of human diversity and socially-driven constructions of difference: biological, cultural, historical, social, economic, or ideological. 2. Demonstrate understanding of fundamental concepts and methods that produce

Component	Notes	Who Gets This?	Who Does Not?	Diversity/Civic Engagement-Related Content
		undergraduate population)		knowledge about plural societies and systems of classification. 3. Explicate the policies, social structures, ideologies or institutional structures that do or do not create inequalities based on notions of human difference. 4. Interrogate, critique, or question traditional hierarchies or social categories 5. Analyze forms and traditions of thought or expression in relation to cultural, historical, political, and social contexts, as for example, dance, foodways, literature, music, and philosophical and religious traditions. 6. Use a comparative, intersectional, or relational framework to examine the experiences, cultures, or histories of two or more social groups or constituencies within a single society or across societies, or within a single historical timeframe or across historical time. DVCC learning outcomes include a required behavioral component (#5): 1. Understand and articulate a multiplicity of meanings of the concept of culture. 2. Explain how cultural beliefs influence behaviors and practices at the individual, organizational or societal levels. 3. Reflect in depth about critical similarities, differences, and intersections between their own and others' cultures or sub-cultures so as to demonstrate a deepening or transformation of original perspectives.

Component	Notes	Who Gets This?	Who Does Not?	Diversity/Civic Engagement-Related Content
				4. Compare and contrast similarities, differences, and intersections among two or more cultures. 5. Effectively use skills to negotiate cross-cultural situations or conflicts in interactions inside or outside the classroom.
Global Classroom courses	● See https://globalmaryland.umd.edu	Students who select these courses	Students who do not take these courses.	● Global classroom courses provide virtual classrooms and co-taught courses with faculty and students at partner universities around the world. ● Courses are project-based and require interaction with peers.
Education Abroad & Civic Engagement Abroad	● See https://globalmaryland.umd.edu	Students who choose study abroad opportunities.	Students who do not or cannot afford to study abroad.	●
Global Studies Minor Program	●	Students who select these minor degree programs.	Students who do not opt in.	● Minors are available in Global Poverty, Global Terrorism, International Development and Conflict Management, and Global Engineering Leadership.
Major and minor degree programs	● A variety of degree programs offer coursework pertaining to diversity, inclusion, and/or civic engagement.	Students who select these degree programs.	Students who do not major or minor in these areas.	● A sample of relevant major (and minor) degree programs include African American Studies; American Studies; those offered by the School of Languages, Literature and Cultures; and Women's Studies. ● Relevant coursework is required for some or all majors within the College of Education, the College of Behavioral and Social Sciences, the School of Public Health and the School of Public Policy.

Component	Notes	Who Gets This?	Who Does Not?	Diversity/Civic Engagement-Related Content
MICA (Multicultural Involvement & Community Advocacy)	● Student Affairs initiative to empower students through education on & involvement in identity groups.	Students who seek out these groups and participate in these programs.	Students who do not opt in to these experiences	● Includes programming, involvement, leadership, civic engagement, recognition, and learning opportunities for Asian American & Pacific Islander; Black; Interfaith & Spiritual Diversity, Latina/x/o; Lesbian, Gay, Bisexual, Transgender & Queer; Multiracial & Multicultural, and Native American Indian students.
Residence Halls: Common Ground and other programming	● Common Ground results from a 20-year partnership between Resident Life and the CIVICUS LLP. Students completing BSCV 301 in the fall semester are invited to be trained as undergraduate Peer Dialogue Leaders (PDLs) in a credit-bearing internship the following spring. ● Original program element is the 4-session/90 minute per session dialogue group involving up to sixteen participants, facilitated by two PDLs. ● PDLs make brief presentations to group members in beginning of sessions on Defining Dialogue, Obligations of Dialogue Participants, Dualism, Hot Buttons, Seeking Consensus, Wicked Problems and Consequences. Group members are invited to share important dimensions	● 1st & 2nd year CIVICUS Associates (optional assignment in BSCV 191, BSCV 182, BSCV 301), members of the Resident Assistant Training Class (optional assignment in HESI 470) are regularly structured group participants in the Common Ground 4-session dialogue groups. ● Resident students and selected members of other courses	Common Ground programs (unlike the intergroup "Words of Engagement" dialogue program) are facilitated solely by undergraduate PDLs. The two semesters of preparation combined with the on-going supervision of PDLs service in their roles by a small number of professional staff are limiting factors on the numbers of students who participate in the program. Students	● The impetus for the creation of Common Ground was the observed polarization, reflexive disposition for heated debate, and avoidance of engagement on diversity/identity related issues among undergraduate students that emerged in the mid-1990's on the campus. The design of the program employs a task-oriented structure (main questions to be explored in each of four dialogue sessions) that results in process-oriented learning (achieving common-ground solutions via consensus while also reaching mutual understanding on elements of an equity dilemma on which consensus cannot be reached. ● Participants achieve an understanding of dialogue as a process-oriented discipline, defined as _honest discussion_ of _serious topics_ with _flexible minds_, _without polarizing,_ while _maintaining civility_ (Cortes, 1995). ● Participants learn about consensus as an alternative process to argument, requiring patience, discipline, and empathy. ● Participants are recruited to participation via their invested interest in a societal equity dilemma, while consistently reporting that their understanding of both the complexities of the dilemma and the sentiments of others with

Component	Notes	Who Gets This?	Who Does Not?	Diversity/Civic Engagement-Related Content
	of their individual identities during the first session. • Groups take up a current societal equity dilemma. Each of the four sessions explores a main structural question: (1st) What are the dimensions of this dilemma? (2nd) What are options for action? (3rd) Which options are those upon which the group can reach consensus? (4th) What are the intended and unintended consequences of the agreed upon options? • Additional elements of the Common Ground program are derivatives of the 4-session model. An engagement on personal identity ("You-ID") and a single session dialogue on a current multicultural issue ("Trending Topics") are also available and facilitated by PDLs.	are participants in the You-ID and Trending Topics groups. • All participation in the Common Ground program is voluntary. Those who participate via coursework must be offered an alternative assignment if they do not wish to participate in Common Ground.	who do not choose to participate in You-ID or Trending Topics on their residence hall floors, and students who are not enrolled in the courses for which Common Ground is an auxiliary assignment are not regularly exposed to the program.	opposing views are significantly expanded as the result of their participation in the dialogues. • The program design intends that participants will (1) develop a better understanding of a current, complex, multicultural issue, (2) present coherent, logical, evidence-based analysis of the issue rather than simply asserting their own opinions, (3) ask questions of one another that will elicit greater personal and group understanding of the issue being discussed, (4) develop a better capacity for seeing the issue through the eyes of others, (5) become better able to discuss an important issue without losing quality of discussion, and (6) test their own beliefs about and issue without any obligation to change their position, with the possibility that change may occur. • For the twenty years of the Common Ground program, 75% to 80% of participants in the four session dialogue groups have consistently expressed agreement that they were "*more willing to engage with people of differing identities and views about issues that are divisive*" on participant evaluation forms. • For reference, please see: Voorhees, R. & Petkas, S.N. (2011) Peer educators in critical campus discourse. In L.B. Williams (Ed.), Emerging practices in peer education (pp. 77-86). New Directions for Student Services, No. 133. San Francisco: Jossey-Bass. •

Appendix E. Summary of Task Force Recommendations

DETF recommendations fall into four broad categories: introductory activities for students new to campus (first-year and transfer students); General Education diversity requirements; optional diversity education and civic engagement experiences; and disciplinary and major area requirements. We summarize key recommendations and options for each category in the table below, and elaborate on the rationale, expected costs and benefits, and implementation challenges of each in the report.

Category	Component	Notes	Target Population	Diversity Education/Civic Engagement Content	Assessment
Introductory activities for under-graduate students new to campus (first-year and /or transfer students)	Introductory online course	● This could be developed in-house as a joint project between TLTC, ODI, and Academic and Student Affairs. It would be administered online and could be completed before students arrive on campus. ● It would need to be updated & refreshed periodically.	Required for all students and enforced through registration block. A version should be developed for faculty & staff as well.	● An online course offers a cost-effective, practical approach for communicating proposed UMD values (united, respectful, secure and safe, inclusive, accountable, empowered and open to growth), explaining the historical context, and clarifying the need for such values in forming an effective learning environment for all students. It might offer examples of how these values are enacted; and indicate what actions students should take if they feel disrespected or unsafe. It would serve as a prelude to the **Terrapin Strong** program once students arrive on campus.	● Interactive quiz results ● Conduct focus groups to assess perceived value
		● Additional online courses could be developed and piloted		● Subsequent online courses could explore and expand on other proposed UMD diversity education and civic engagement learning outcomes	
	First-Year Book program	● This program has historically had a strong diversity & inclusion component that could be expanded.	First-year students	● University-wide incentives could be offered for supplemental programming related to diversity, inclusion, and civic engagement. ● A badging system could be included to encourage students to attend these campus events.	

Category	Component	Notes	Target Population	Diversity Education/Civic Engagement Content	Assessment
	UNIV100	● 1 credit course taught across campus; typically runs for 7-10 sessions ● Many instructors are campus staff members and advisors.	Many UMD freshmen + some transfer students	● Modify the current diversity learning outcome to focus on students' identity formation. ● Enhance instructor training by offering incentives to participate in year-long learning community experiences. ● Additional content (an interactive board game; the Sticks+Stones program) have been pilot tested and are available for use by instructors.	● Class visits, surveys of students, tracking innovations in content.
General Education General Education	General Education: Diversity requirements	● Retain 2 categories and require that students take 1 course from each category ● This *may* require Senate approval and would necessitate review of existing courses.	Students who complete General Education at UMD	● The category labels and learning outcomes would be revised to sharpen their focus. ● One required learning outcome would focus on race and racism. A new learning outcome pertaining to empathy would be included in both categories. The set of behavioral learning outcomes would be expanded. ● A process would need to be created to review all currently approved courses.	● A revised rubric for the new categories and learning outcomes.
	General Education: Academic writing	● Invite the faculty board to consider modifying learning outcomes to include diversity, inclusion, and civic engagement.	Students who complete General Education at UMD	● The director of the Academic Writing program has begun pilot testing such revisions.	● Would require revised rubrics for FSAW-category courses
	General Education: Oral communication	● Invite the faculty board to consider modifying learning outcomes to include diversity, inclusion, and civic engagement.			● Would require revised rubrics for FSOC-category courses

Category	Component	Notes	Target Population	Diversity Education/Civic Engagement Content	Assessment
Optional diversity-related experiences	Optional pathway with badging or a micro-credential in diversity education	● Several current programs exist across campus (e.g., CARE, training for Common Ground and WEIDP)	Under-graduate students interested in expanding their exposure or experiences	● Faculty and staff could nominate their programs for inclusion and serve on campus committees to assess student learning and progress. ● Career Services staff might market these pathways, badges or micro credentials to prospective employers as a strategy for increasing students' interest in pursuing such credentials.	Assessment plans would need to be developed and/or formalized
	Maryland Volunteer Corps	● Proposed program	Rising junior or senior students	● This program could provide supervised, semester- or summer-long opportunities for service to Maryland communities different from students' communities of origin.	
Discipline and major areas of study	Major degree programs	● Require all major degree programs to review their requirements for diversity content. If absent or limited, ask them to identify discipline-relevant diversity, inclusion and/or civic engagement learning goals, content, and instruction.	All graduating students	● Many degree programs already include relevant coursework (e.g., College of Education, School of Public Health); this initiative would extend this to all campus majors. ● Degree programs would retain control over the goals, content, and instructional format, which could include non-credit professional development workshops, experiential learning or formal coursework.	● Learning outcomes would be included on learning outcome assessments for each major. ● Colleges would update information regularly about these requirements and their effectiveness