



Review of Proposed Revisions to the General Education Diversity Requirement

PRESENTED BY Ross Salawitch, Chair

REVIEW DATES SEC – February 14, 2022 | SENATE – March 1, 2022

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT None

NECESSARY APPROVALS Senate, President

ISSUE

Following the racially-motivated and tragic murder of Lt. Richard Collins, III, an African-American Bowie State University student, as well as several hate-bias incidents that diminished the experience of many members of the campus community, there was a campus-wide call to action to respond to the impact of these incidents and concerns around racism. In response, the President and the Senior Vice President & Provost convened two separate but parallel task forces to address these concerns.

The President and the Senate jointly formed the Inclusion and Respect Task Force and charged it with considering how to nurture a campus climate that is respectful and inclusive, stands against hatred, and affirms the values of the University. In 2018, the Senior Vice President & Provost convened the Diversity Education Task Force (DETF) to review how to address the concerns and incorporate these themes into the curriculum through the General Education diversity requirement and other educational initiatives.

In November 2020, the Senate Educational Affairs Committee was charged with reviewing the DETF's proposed revisions to the University's General Education diversity requirement, and with considering whether the course category learning outcomes should acknowledge that a multilingual society is an important dimension of diversity or recognize language study as a component of diversity education.

RECOMMENDATIONS

The Educational Affairs Committee makes recommendations associated with revising the General Education diversity requirement and the diversity course category titles and learning outcomes. The committee also recommends that the University establish a General Education Diversity Implementation Working Group to develop a final implementation plan that is submitted to the Senate for review, as noted in the recommendation section of the report immediately following this transmittal.

COMMITTEE WORK

The Educational Affairs Committee began considering the initial charge during the spring 2021 semester by reviewing the current structure and course requirements for the General Education diversity requirement, several University strategic plans related to diversity and inclusion, and the November 2020 Diversity Education Task Force Report. The committee met with the co-chairs of the DETF; the sponsor of the proposal recommending the acknowledgment of multilingualism as a component of diversity, the Director of the School of Languages, Literatures, & Cultures; the Director of Training for the Office of Diversity and Inclusion (ODI); and current General Education Diversity Faculty Board members. The committee engaged in ongoing consultations with the Associate Dean for General Education, who is an ex-officio member of the Educational Affairs Committee, and the Associate Dean, Office of Undergraduate Studies, who is both a current ex-officio member of the Educational Affairs Committee and a member of the DETF. The committee also reviewed feedback from several stakeholders and shared its preliminary recommendations at the Senate December 9, 2021 meeting.

The committee had extensive discussions about whether the proposed revisions to the diversity course category titles and learning outcomes reflect the University's principles of diversity and inclusion. During its consultations, the committee was briefed on the factors and considerations that contributed to the proposed revisions. The committee also considered the impact of the proposed revisions on current course offerings and the administration of the General Education diversity requirement. The committee agreed that the required learning outcome for the theory course category should be revised to recognize that the analysis of systemic racism is an important dimension of diversity education that all students should address. The committee also considered it appropriate that the required learning outcome provides that analyzing racism can be addressed as it *may* intersect with other forms of power and oppression. The committee agreed that intersectional analysis creates an opportunity for courses that address the experiences of different social identities and marginalized communities and include a rubric on race and racism to meet the learning outcomes. Permitting, but not requiring, an intersectional analysis of racism allows courses that focus on race and racism in a historical or global context or as comparative studies to continue to be included in the course category as well.

The committee also determined that, in principle, languages and the unique facets of a multilingual society are essential aspects of diversity that are integral to the concept of race and racism. Therefore, this principle should be acknowledged in the diversity course category learning outcomes.

The committee agreed that students developing the skills needed to engage, communicate, and collaborate constructively with others from different social backgrounds and across social groups are appropriate options for the required learning outcomes for practice-oriented courses in the diversity category. Providing students with the opportunity to learn and practice these skills to work toward a shared goal or respectful conflict resolution has the potential to benefit the campus community and society generally. Therefore, the committee recommended that students should be required to take a practice-oriented course to satisfy the diversity requirement instead of satisfying the requirement by taking two theory courses.

After due consideration, the Educational Affairs Committee approved the recommendations to revise the General Education diversity requirement at its meeting on February 2, 2022, as shown in the attached report.

ALTERNATIVES

The Senate could choose to reject the committee recommendations. However, the University would lose the opportunity to improve the General Education diversity requirement to respond to concerns and issues identified through campus climate surveys and longstanding requests from students, faculty, and staff.

RISKS

There are no risks to the University in adopting the recommendations.

FINANCIAL IMPLICATIONS

There will be costs associated with implementing the recommendations. Specifically, there could be costs for ensuring a sufficient number of classes and seats, administering faculty workshops and consultations, and modifying existing systems to affect changes in the course administration.



REVIEW OF PROPOSED REVISIONS TO THE GENERAL EDUCATION DIVERSITY REQUIREMENT

Committee Members

Ross Salawitch, Chair (Faculty, CMNS)
Tamara Allard (Ex-officio GSG Rep)
Clarisa De Leon (Undergraduate Student)
Alice Dolan (Ex-Officio Provost's Rep)
Elizabeth Driver (Staff)
Joanna Goger (Faculty)
Donal Heidenblad (Faculty)
Joanne Klossner (Faculty)
Sheila Lalwani (Faculty)
Adam Lloyd (Faculty)
Linda Macri (Ex-Officio Graduate School Rep)
Celina McDonald (Faculty)
Gerald Miller (Faculty)
Madhulika Nallani (Ex-Officio SGA Rep)
Yuchen Niu (Graduate Student)

Marcio Oliveira (Ex-Officio DIT Rep)
Douglas Roberts (Ex-Officio Assoc. Dean for General Education)
Mark Salman (Undergraduate Student)
Cynthia Stevens (Ex-Officio Undergraduate Studies Rep)
David Straney (Faculty)
Elizabeth Warner (Faculty)
Kellee White (Faculty)
Aaron Wilson (Staff)

Date of Submission

February 2022

INTRODUCTION AND BACKGROUND

Following the racially-motivated and tragic murder of Lt. Richard Collins, III, an African-American Bowie State University student, as well as several hate-bias incidents that diminished the experience of many members of the campus community, there was a campus-wide call to action to respond to the impact of these incidents and concerns around racism. In response, then-President Loh and the Senate formed the Joint President/Senate Inclusion and Respect Task Force, comprised of faculty, staff, and student representatives, to consider how best to nurture a campus climate that is respectful and inclusive, stands against hatred, and affirms the values of the University. Following extensive consultation, the Task Force made recommendations for a comprehensive diversity and inclusion initiative in nine areas: (I) Values of the University, (II) Prevention & Education, (III) Hate/Bias Incident Response, (IV) Centralization, (V) Communication, (VI) Evaluation & Assessment, (VII) Free Speech & Freedom of Expression, (VIII) Current Policies and Guidelines, and (IX) Resources & Implementation, as detailed in [Senate Document #17-18-02](#).

While the Inclusion and Respect Task Force focused its efforts on prevention and co-curricular educational efforts, the Senior Vice President & Provost convened the Diversity Education Task Force (DETF) in 2018 as a parallel effort to review how to address these concerns and incorporate these themes into the curriculum through the General Education diversity requirement and other educational initiatives. The DETF was also charged with considering provisions for civic education and civic engagement in existing educational efforts and making recommendations about their potential expansion.

The DETF made recommendations in four broad categories:

1. Enhanced introductory activities for students new to campus;
2. **Modifications to the General Education diversity requirement;**
3. Expansion and formalization of optional diversity and civic education credentials; and
4. Voluntary adoption of discipline-specific diversity learning outcome(s) as part of all major area requirements.

While the recommendations from the DETF include several specific proposals, the Task Force considers the recommendations as mutually reinforcing. Several proposals associated with the recommendations, such as adopting discipline-specific diversity learning outcomes as part of major requirements, are already underway. The DETF recommendations to modify the General Education diversity requirement fall under the purview of the Senate Educational Affairs Committee, which is charged with broad oversight of the General Education Program. The Educational Affairs Committee is specifically charged with reviewing and making recommendations to the Senate concerning the General Education Program requirements and its vision, including reviewing learning outcomes and maintaining the balance of courses in the program course categories (Senate Bylaws 6.4d).

In November 2020, the Senior Vice President & Provost and the Dean for Undergraduate Studies submitted the DETF's recommendations to revise the requirements for the General Education diversity requirement and the titles and learning outcomes for the diversity course categories to the Senate Executive Committee (SEC). In December 2020, the SEC charged the Senate Educational Affairs Committee with reviewing the DETF's proposed revisions to the University's General Education diversity requirement (Senate Document #20-21-10) (Appendix 2).

During academic year 2020-2021, while the Educational Affairs Committee was undertaking its review of the proposed revisions to the General Education diversity requirement, the DETF continued to receive feedback on its recommendations. The DETF revised its proposed learning outcomes for diversity course categories and refined its recommendations and submitted them to the Educational Affairs Committee for its consideration. Additionally, in fall 2021, the Director of the School of Languages, Literatures, & Cultures (SLLC) submitted a proposal to the SEC with additional recommendations for revising the General Education diversity requirement based on concerns raised by a cohort of faculty in several units in the College of Arts & Humanities. The proposal recommended that the learning outcomes for the diversity course categories to acknowledge that a multilingual society is an important dimension of diversity or to recognize language study as a component of diversity education. The proposal also included a request to engage a tenured faculty member from either the Departments of Classics or Linguistics, or the SLLC, on the group responsible for implementing the General Education diversity requirement recommendations.

In November 2021, the SEC issued an amended charge to the Educational Affairs Committee that requested a review of the revised recommendations from the DETF and the proposal from the Director of the SLLC. Based on the amended charge, the Educational Affairs Committee considered the following items in addition to their original tasks:

1. Whether the revisions to the General Education diversity requirements and learning outcomes proposed by the DETF align with the University's principles and guiding documents;
2. Whether the proposed modifications align with the Diversity Education Task Force's principles on diversity education; and
3. Whether proposed revisions to the learning outcomes to acknowledge the dynamics of a multilingual society in the General Education diversity requirement are appropriate.

The Educational Affairs Committee also considered options for implementing the proposed revisions to the General Education diversity requirements based on suggestions from the DETF and consultations with the Office of Undergraduate Studies (Senate Document #20-21-10) (Appendix 1).

CURRENT GENERAL EDUCATION DIVERSITY REQUIREMENTS

The current General Education diversity requirement is that undergraduate students must take two courses and earn four to six credits in the diversity course category(ies). Students may fulfill the requirement by taking two courses in the Understanding Plural Societies category or by taking one Understanding Plural Societies course and one Cultural Competence course.

The Understanding Plural Societies category courses are theory-oriented and are usually three credits per course. The courses in this category must meet four of the following six learning objectives:

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, 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.

Courses in the Cultural Competence category are practice-oriented, providing students with opportunities to gain an increased understanding of cultures and cultural practices. Courses in this category range from one to three credits. Courses approved for this category must meet three of the following five learning outcomes, including one required learning outcome focused on skills (#5).

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**).

DIVERSITY EDUCATION TASK FORCE GENERAL EDUCATION RECOMMENDATIONS

The Diversity Education Task Force's recommendations associated with the General Education diversity requirement, included revisions to the diversity category labels and learning outcomes, as follows:

1. 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.
2. The *Cultural Competence* category would be relabeled *Navigating Diverse Social Environments*, and instructors would have a larger set of required skills-oriented learning outcomes from which to select at least one.

The DETF also proposed requiring students to take one course in each diversity course category—theory and practice-oriented—instead of allowing students the option of satisfying the requirement by taking two theory category courses. Additionally, the DETF proposed allowing courses to be included in both course categories if they met the learning outcomes for each category.

The DETF's final recommendations on the General Education diversity requirement and proposed revisions to the course category titles and learning outcomes are attached as [Appendix 3](#).

COMMITTEE WORK

The Educational Affairs Committee began considering the initial charge during the spring 2021 semester by reviewing the current structure and course requirements for the General Education diversity requirement, several University strategic plans related to diversity and inclusion, and the November 2020 Diversity Education Task Force Report.

Consultations

The Educational Affairs Committee met with representatives of the DETF to discuss its recommendations to revise the diversity requirement and course categories, and with the Director of the School of Languages, Literatures, & Cultures to discuss the proposal requesting that the diversity requirement acknowledge that a multilingual society is an important dimension of diversity. The committee also consulted with the Director of Training for the Office of Diversity and Inclusion (ODI) and the current General Education Diversity Faculty Board members. The committee engaged in ongoing consultations with the Associate Dean for General Education, who is an ex-officio member of the Educational Affairs Committee, and the Associate Dean, Office of Undergraduate Studies, who is both a current ex-officio member of the Educational Affairs Committee and was a member of the DETF. Respectively, they informed the committee of the requirements, structures, operational procedures for General Education, and the processes and considerations of the DETF.

Through consultations with the DETF co-chairs and the Associate Dean, Undergraduate Studies, the committee was briefed on the background leading to the appointment of the DETF, its charge, and the research and data review that it conducted.

In their discussion with the Educational Affairs Committee, the DETF co-chairs advised that the new course titles and revised learning outcomes sought to bring race and racism in context and

dialogue with other forms of diversity. Research reviewed by the DETF indicated that undergraduate students show better comprehension and learning when they are exposed to concrete examples of concepts of such as diversity. Racism is a concrete concept.

The DETF also considered several campus climate factors in developing its recommendations. For the past 4-5 years, undergraduate students have engaged in activism and petitioned for changes to the General Education diversity requirement. Among the concerns expressed by faculty, staff, and students were that undergraduate students can complete the General Education diversity requirement without engaging in meaningful classroom discussions about race and racism. Students have also requested that the current Cultural Competency course category (practice-oriented courses) be mandatory and approval of some courses for the Understanding Plural Societies category (theory courses) be reconsidered. Additionally, the DETF found that reconciling the University's and the State of Maryland's history of excluding and segregating racial minorities combined with recent on-campus hate-based occurrences contributed to the need to focus on race and racism within the General Education program. These imperatives directed the DETF's recommendation to require analysis of racism as historical and systemic discrimination.

The DETF envisioned that analyzing racism through intersectionality with other forms of power and oppression would create an opportunity for courses to address the experiences of other marginalized communities to satisfy the learning outcome. Intersectionality creates an opportunity to have cross-sectional, interdisciplinary conversations because a racial stratification system often exists throughout all inequalities. The Educational Affairs Committee was advised that the DETF purposely did not enumerate other forms of diversity in the learning outcomes, based on concern that a specific community could be left out.

The Educational Affairs Committee discussed requiring an analysis of racism in the learning outcomes during its consultation with the Director of Training for ODI. The committee was advised that nationally and at UMD, campus community members are more reluctant to discuss race, racism, and anti-racism than the experiences of other marginalized community members and other inequalities. Therefore, if there is not a focus on race and racism, there may not be substantial movement to increase student understanding of inequalities, oppression, and other impacts based on racial identities. However, research shows that members of the current college generation tend to have more open attitudes about discussing diversity, and subsequent generations are likely to be even more open. Thus, now is the time to compel these discussions, especially if the conversations are about identity and create the opportunity for awareness of the harm that many power groups can perpetrate.

The Educational Affairs Committee consulted with members of the General Education Diversity Faculty Board to discuss their perspectives on the proposed revisions to the titles and learning outcomes for the diversity course categories and on requiring students to take a practice-oriented course in addition to a theory-oriented course. Some of the current General Education Diversity Faculty Board members expressed a concern that if the required learning outcome—analyze race as a form of historical and systemic discrimination—does not require an intersectional analysis of racism with different forms of oppression, students may miss the opportunity to engage in inquiries related to power and oppression that affect other dimensions of difference, such as sex, gender, class, and physical ability.

The General Education Diversity Faculty Board members expressed support for requiring students to take a practice-oriented course. The board agreed that this requirement reinforces the concepts learned in the theory course category and prevents students from avoiding the sometimes-

unsettling work of reckoning with difference. The board also favored changing the current Cultural Competency course category title to Navigating Diverse Social Environments. The new title more adequately conveys to students the objectives of the courses in the category and how the courses complement the theory-oriented courses.

Comments and Feedback

The Educational Affairs Committee received feedback on the proposed diversity requirement revisions and its preliminary recommendations at a Senate meeting in December 2021 and through a survey that was available to Senators. At the Senate meeting, most comments from Senators and guests expressed support for the proposed revisions to the General Education diversity requirement. A modest number of survey responses were submitted. Overall, the responses favored the preliminary recommendations presented by the Educational Affairs Committee with a few suggestions to increase the number of courses or credits needed to satisfy the diversity requirement.

In addition, the committee reviewed comments from the College of Arts and Humanities (ARHU) Collegiate Council and the Undergraduate Studies Student Board. In its submission, the ARHU Collegiate Council recognized the "need to improve the campus racial climate and to ensure that students of all identities feel safe and welcome." The Council expressed strong endorsement for the Educational Affairs Committee's preliminary recommendations acknowledging multilingualism as an important component of diversity and suggesting that the Dean of ARHU recommend a faculty member from Classics, Linguistics, or the School of Languages, Literatures, & Cultures be a part of the group that is charged with implementing revisions to the General Education diversity requirement.

Several Educational Affairs Committee members attended at least one of the listening sessions hosted by the DETF for faculty who teach General Education courses. The committee also reviewed notes from all of the faculty listening sessions. Comments from the listening sessions contributed to the DETF refining its proposed learning outcomes recommendations, which were considered by the Educational Affairs Committee.

COMMITTEE FINDINGS

The Educational Affairs Committee considered the revisions to the General Education diversity requirement proposed by the DETF.

Course Category Titles and Learning Outcomes

During its consultations and meetings, the committee had extensive discussions about whether the DETF proposed course category title Understanding Structures of Racism and Inequality, and its required learning outcome—analyze racism as a form of historical and systemic discrimination that intersects with other forms of power and oppression—reflect the University's principles of diversity and inclusion. The committee considered whether requiring that a learning outcome focused on analyzing racism creates a hierarchy among marginalized communities and is inconsistent with the University's principles on diversity and inclusion. The committee discussed concerns that were raised regarding centering the required learning outcome for the theory course category on analyzing racism but determined that other factors outweighed those concerns.

The committee agreed with the DETF that the University's and the State of Maryland's history with racial minorities, in addition to some students' characterizations of the University's neighboring

communities, evidence the need to focus on race and racism. The committee also was advised that the Bias Incident Support Services (BISS) continues to report that the majority of its complaints relate to issues of race. It also was relevant to the committee that based on past and recent race hate-based experiences on campus, students have reported feeling excluded and lacking a sense of belonging at the University based on their racial identity.

While all dimensions of diversity are important to embrace inclusivity at the University, the majority of the Educational Affairs Committee agreed that there needs to be a required element focused on race and racism in the diversity requirement. The intent of centering this required learning outcome on analyzing racism is to bring this issue in context and dialogue with other forms of diversity, not to create a hierarchy among communities that experience systemic discrimination and oppression. It is important to clarify that all members of the University community have racial designations. Therefore, an analysis of racism is not limited to the experiences of Black Americans/African-Americans. The analysis can be undertaken through a wide range of cultures and contexts, domestic and international, contemporary and historical, as well as various intersectional approaches.

The committee also determined that, in principle, languages and the unique facets of a multilingual society are essential aspects of diversity that are integral to the concept of race and racism. Discussing the experiences of a multilingual society is a means of speaking about race. Therefore, the committee agreed that multilingualism should be acknowledged in the diversity course category learning outcomes.

The committee found it compelling that based on the research that was shared during the consultations and their personal observations, individuals will avoid conversations about race and racism to an extent that does not exist when discussing other experiences of oppression or systemic discrimination. It was noted that, if there is an option for students to avoid classes that address race and racism, many will take that option. Therefore, the committee agreed that if race and racism are not centered in the required learning outcome, the University will lose an opportunity to engage students in structured and facilitated learning that can increase their understanding of inequalities, oppression, and other impacts based on racial identities. This engagement is also an opportunity to create a more respectful environment at the University, which aligns with the University's principles and values.

Intersection of Racism with Other Forms of Power and Oppression

The Educational Affairs Committee also discussed whether intersectionality should be a required component of the required learning outcome for the theory course category. The committee learned that if intersectionality is required, courses that focus on race and racism in a historical or global context or as comparative studies could not satisfy the learning outcome and could be excluded from the diversity requirement courses. To avoid narrowing the scope as such, the learning outcome as proposed by the DETF includes analyzing racism as it *may* intersect with other forms of power and oppression to allow courses that focus on race and racism to continue in the course category, as well as including courses on a variety of other topics if the class also has a rubric on race and racism. Given the breadth of course topics and experiences of other marginalized communities that may include an intersectional analysis of racism, the committee did not support recommending revising the learning outcome to require racism to be analyzed through an intersectional approach.

Requiring Practice-Oriented Courses

The Educational Affairs Committee supports requiring students to take a course in the practice-oriented diversity course category. Currently, a significant percentage of students satisfy the diversity requirement by taking two theory courses. While several factors contribute to this trend, e.g., availability of courses and seats, or scheduling, there is a missed learning and skills-building opportunity when students do not take courses in the practice category.

During its discussions, the committee learned that traditional-aged undergraduate students have a dualistic approach to learning that creates challenges with understanding abstract concepts. Students' comprehension of the concepts they learn in their theory classes can be enhanced through practice-oriented courses. Additionally, the options for the required skills learning outcomes for practice-oriented courses—engaging, communicating, and collaborating constructively with others from different social backgrounds and across social groups—are relevant to civic engagement. Providing students with the opportunity to learn and practice these skills, such as listening, working toward a shared goal, and respectful conflict resolution, has the potential to be beneficial for the campus community and society generally.

Implementation

The Educational Affairs Committee recognizes that the specific learning outcomes are paramount to providing faculty with sufficient guidance on revising current courses and introducing new courses that will satisfy the diversity requirement. Clearly defined learning outcomes also are necessary to provide the General Education Diversity Faculty Board with a consistent and measurable means of evaluating course proposals to determine whether a course is suitable for a course category. Refining the language of the learning outcomes, however, is a task beyond the expertise of the committee and must be undertaken in collaboration with the appropriate subject-matter experts. In fact, the learning outcomes for the current diversity course categories were refined by the General Education Diversity Faculty Board after the current requirements were implemented.

To implement the proposed recommendations, the Education Affairs Committee deemed it very important that faculty with scholarly expertise in the academic study of race and racism and its intersectionality with other forms of power and oppression be consulted in this task. Additionally, it is important that faculty have resources to assist them with integrating skills-learning for the practice-oriented courses. Accordingly, the Educational Affairs Committee recommends that the University establish a General Education Diversity Implementation Working Group that has broad representation to refine the diversity course category learning outcomes.

Based on its recommendation that the diversity learning outcomes should incorporate acknowledging multilingualism as a component of diversity education, the committee also agreed that a faculty representative from either the Departments of Classics or Linguistics, or the SLCC should be included on the group responsible for the implementation process of refining the learning outcomes.

The Educational Affairs Committee is very aware that several faculty are concerned that courses that satisfy the current diversity requirement may not meet the new revised learning outcomes. The committee feels strongly that the Implementation Working Group should be tasked with providing guidance on how current courses may continue in the new diversity categories or how the content of those courses should be revised in order to satisfy the revised learning outcomes.

The committee also had concerns about ensuring that there are sufficient resources and support to assist faculty with developing course proposals for the diversity requirement. Additionally, there needs to be consideration of the impact on the operational and administrative systems that support

General Education overall and how to address or mitigate that impact. Addressing these matters should also be within the scope of the charge to the Implementation Working Group.

In recommending that an Implementation Working Group be charged with addressing several matters to affect revising the General Education diversity requirement, the Educational Affairs Committee is not relinquishing its charge to review the General Education Program requirements, including reviewing learning outcomes and maintaining the balance of courses in the program's course categories. Instead, the committee agreed that it was important for the appointed Implementation Working Group to be charged with providing a preliminary implementation plan that includes a timeline to the Educational Affairs Committee, and with providing the final implementation plan to the Senate for its review.

Conclusion

During its consultations, the Educational Affairs Committee learned that in 2003, the University established a committee to address race and racism. That committee made recommendations similar to the proposals presented by the DETF that were not implemented. This information contributed to the Educational Affairs Committee deciding that the revisions to the diversity requirement are overdue, and the proposed recommendations should be undertaken now. Therefore, after due consideration at its meeting on February 2, 2022, the Educational Affairs Committee approved the following set of recommendations to revise the General Education diversity requirement.

RECOMMENDATIONS

The University should revise the General Education diversity requirement to align with the following principles:

- Appreciate and respect social identity differences, including the adoption of UMD's aspirational values of united, respectful, secure and safe, inclusive, accountable, empowered, and open to growth in the [Statement on University Values](#).
- Recognize that the discussion of systemic racism is an important dimension of diversity education that all students should address.
- Recognize that societies have embedded, dynamic, normative systems of thought, attitudes, and behavior that confer power and privilege more on some than other societal members.
- Acknowledge that we are part of a multilingual society as an important component of diversity in the learning outcomes for the General Education diversity course categories.
- Reflect on how cultures and demographic characteristics, personal agency, and self-affirmations factor into one's own intersectional identity formation.
- Develop the skills needed to engage and communicate constructively with people who differ from themselves, generating effective solutions for shared problems, and advocating for change.
- Incorporate the values and principles in the UMD [Statement of Free Speech Values](#).

The University should retain the current two-course category structure and minimum of 4-6 credit hours for the General Education diversity requirement, with the following modifications:

- The diversity category labels and the learning outcomes associated with each category should be revised as follows:
 - The theory course category, *Understanding Plural Societies*, should be relabeled *Understanding Structures of Racism and Inequality* and should include one required learning outcome focused on systemic racism;
 - The practice-oriented category, *Cultural Competence*, should be relabeled *Navigating Diverse Social Environments* and should have a larger set of required skills-oriented learning outcomes; and
 - Perspective-taking should be added as an optional learning outcome in both diversity categories.
- Students should be required to take one course in each course category.

The University should establish a General Education Diversity Implementation Working Group that includes representation of the disciplines within the diversity course categories and subject-matter experts in the academic study of race and racism and student learning, as well as broad representation of various instructional ranks and campus demographics, including but not limited to the following members:

- Faculty (tenure/tenure-track and professional track) and graduate student instructors from the Colleges and Schools that offer a significant number of courses in the diversity course categories (e.g., ARHU, BSOS, EDUC, and SPHL);
 - For the ARHU faculty representative, the Dean should recommend a faculty member from Classics, Linguistics, or the School of Languages, Literatures, & Cultures.
- Faculty representatives of the General Education Diversity Faculty Board members (current or past); and
- Representatives from administrative and technical campus units involved in implementing General Education requirements (e.g., Office of the Registrar, Division of Technology, Teaching and Learning Transformation Center (TLTC), and academic advisors).

The University should charge the General Education Diversity Implementation Working Group with developing an implementation plan that addresses the following:

- Refining and clarifying the wording for the diversity course category learning outcomes to be consistent with the principles approved by the Senate and provide sufficient and defined guidance on the content necessary for a course to be approved for the diversity categories.
- Reviewing the wording for the diversity course category titles to consider whether to refine the titles to be consistent with the recommended principles and the intent of the recommended revisions to the diversity requirement.
- Providing guidance and standards for the amount of content required to address systemic racism for theory courses that focus on other diversity attributes, and the amount of skills-focused content required for practice-oriented courses.
- Consulting with additional faculty, including teaching assistants, with subject-matter expertise in teaching courses on race and racism, and multilingualism.
- Developing guidance for converting current Understanding Plural Societies and Cultural Competence courses to the new diversity categories.

- Establishing a process for streamlining the review of previously approved General Education diversity courses.
- Suggesting content for faculty workshops and consultations to assist faculty with converting and developing new course content that aligns with the recommended diversity course category learning outcomes.
- Evaluating the impact of coding courses for both diversity categories on University course administration operations and systems, such as the Student Information System (SIS) and CourseLeaf, and recommending whether courses should be permitted to be designated for both diversity course categories, and whether the necessary changes should be implemented.
- Developing a plan for applying the new General Education diversity requirement to current students and incoming transfer students, which may necessitate a process for grandfathering those students based on their current status in the General Education Program.
- Providing a preliminary report on the proposed implementation plan and timeline to the Senate Educational Affairs Committee for review and comment within one year of the establishment of the General Education Diversity Implementation Working Group.
- Presenting the final implementation plan to the Senate for review in order to ensure alignment with the approved principles.



UNIVERSITY SENATE

CHARGE

Charged: November 5, 2021 | Deadline: February 4, 2022

Revisions to the Diversity General Education Requirement (Senate Document #20-21-10) Educational Affairs Committee | Chair: Ross Salawitch

The Senate Executive Committee (SEC) and Senate Chair Williams request that the Educational Affairs Committee review the proposed modifications to the general education diversity requirement described in the Diversity Education Task Force Report.

The Educational Affairs Committee should:

1. Review the [University of Maryland Strategic Plan - Transforming Maryland: Higher Expectations.](#)
2. Review the University of Maryland [2016 Strategic Plan Update: Equal to the Best.](#)
3. Review the [University of Maryland Strategic Plan for Diversity: Transforming Maryland - Expectations for Excellence in Diversity and Inclusion.](#)
4. Review the University's current general education diversity [requirements](#).
5. Review Transforming General Education at the University of Maryland ([Senate Document #09-10-34](#)).
6. Review the General Education Implementation Plan ([Senate Document #10-11-31](#)).
7. Review Inclusion and Respect at the University of Maryland ([Senate Document #17-18-03](#)).
8. Review the Diversity Education Task Force Report.
9. Consult with a representative of the Office of Undergraduate Studies.
10. Consult with the Associate Dean for General Education.
11. Consult with a representative of the Office of Diversity and Inclusion.
12. Consult with representatives of the Diversity Education Task Force.
13. Consult with members of the General Education Diversity Faculty Board.
14. Consider whether the proposed modifications to the general education diversity requirements are appropriate for the University and are in alignment with the principles in the University's Strategic Plan, the Diversity Strategic Plan, and the Statement of University Values
15. Consider whether the proposed learning outcomes for the general education diversity requirement align with the Diversity Education Task Force's principles on diversity education.
16. Consider whether the subsequent revisions to the learning outcomes and recommendations that have been proposed to the Educational Affairs Committee by the Diversity Education Task Force align with the Diversity Education Task Force's principles on diversity education.

17. Consider whether the proposed revisions suggested in the attached proposal that acknowledge the dynamics of a multilingual society in the diversity general education requirement are appropriate.
18. Consider the best options for implementation of the proposed modifications to the general education diversity requirements based on the suggestions from the Diversity Education Task Force or through consultations with the Office of Undergraduate Studies.
19. If appropriate, recommend whether the proposed modifications to the general education diversity requirements and the associated learning outcomes should be revised, in consultation with representatives of the Diversity Education Task Force.
20. If appropriate, make recommendations on implementation strategies associated with the modification of the general education diversity requirement.

We ask that you submit a report to the Senate Office no later than **February 4, 2022**. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

Proposed Amendment to the Gen Ed Diversity Requirement: Language and Culture

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RATIONALE

We strongly support the continued existence of a diversity component for the Gen Ed program at the University. Our proposal for expanding the diversity requirement aims to strengthen it, by providing students with the opportunity to engage with underlying cultural differences firsthand. The learning outcomes associated with “Understanding Structures of Racism and Inequality” and “Navigating Diverse Social Environments” were crafted without acknowledgement of the fact that we are a part of a multilingual society or recognition of language study as a component of diversity. Given the profound manner in which languages shape the human experience, students will much more seriously engage with a culture if they study its language.

SUGGESTED REVISIONS

Proposed Revision to the General Education Diversity Requirement Recommendation:

Changes to General Education

Many post-secondary institutions include diversity requirements as part of their General Education curricula; UMD has required diversity coursework for several decades. To enhance the value and impact of this coursework, we recommend that the General Education Diversity requirement reflect best practices in diversity education; align with the principles in past initiatives related to diversity; recognizes racism as significant campus climate concern; and acknowledges that we are part of a multi-lingual society. We also recommend changing the labels, learning outcomes, and composition of required diversity courses. We also support recent innovations among faculty in Academic Writing and Oral Communication to incorporate diversity, inclusion, or civic engagement content in course assignments.

Proposed Revisions to the Learning Outcomes:

Understanding Structures of Racism and Inequality Learning Outcomes (Includes April 2021 Task Force Revisions - blue/bold & red/cross-out & Languages Proposed Revisions - bold/purple)

1. Analyze racism as a form of historical and systemic discrimination ~~that intersects with other forms of power and oppression in the U.S. or internationally that may intersect with other forms of power and oppression~~ (required)
2. Reflect on and critically analyze one's own identity, ~~including race/ethnicity (such as race, ethnicity,~~ cultural values, norms, and biases) and how these affect one's perceptions of individuals with different identities.
3. Identify, ~~and~~ describe, ~~and empathize with~~ the experiences of individuals who have ~~been marginalized in societal disputes due to racial and other forms of systemic inequity~~ different social identities.
4. Analyze social policies, ~~discourses~~, ideologies, or institutions that give rise to structural inequalities and sustain power differences based on race/ethnicity and other social categories.
5. Analyze differences among forms and traditions of thought or expression in relation to cultural, historical, political, ~~and~~ social or linguistic contexts, as for example, dance, foodways, ~~language~~, 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 sociocultural~~a~~ groups (a) within a single society or historical timeframe or (b) across different societies or historical times.

Navigating Diverse Social Environments Learning Outcomes (Includes April 2021 Task Force Revisions - blue/bold & red/cross-out & Languages Proposed Revisions - bold/purple)

1. Reflect ~~deeply~~ on critical similarities and differences between one's own and others' identities and social positions due to racism and/or other systems of oppression.
2. Identify, reflect on, and demonstrate **an understanding of** the language and behaviors used to convey respect for people of similar and different sociocultural~~a~~ backgrounds.
3. Identify, **and** describe, ~~and empathize with~~ the experiences of individuals who ~~have been marginalized in societal disputes with more powerful social groups that hold different social and/or linguistic identities~~.

At least one of the following four items is required:

4. Communicate **and collaborate** effectively (i.e., listen and adapt one's own persuasive arguments) with others from different social **and/or linguistic** backgrounds to establish and build coalitions.
5. Demonstrate skills to work collaboratively within and across sociocultural~~a~~ groups to achieve mutual goals.
6. Use skills to identify and reach consensus on resolutions for shared problems in conflicts across sociocultural~~a~~ groups.
7. **Demonstrate the linguistic skills necessary to understand the perspectives of diverse groups as an engaged practitioner of cultures.**

Proposed Recommendation on Implementation:

The implementation group responsible for implementing the revisions to the General Education Diversity requirement should actively engage a tenured faculty member from the School of Languages, Literatures, & Cultures (SLLC), Classics, or Linguistics to ensure the incorporation of expertise in how language can be an important dimension of diversity.



Charged: December 18, 2020 | Deadline: November 5, 2021

**Revisions to the Diversity General Education Requirement
(Senate Document #20-21-10)
Educational Affairs Committee | Chair: Madlen Simon**

The Senate Executive Committee (SEC) and Senate Chair Dugan request that the Educational Affairs Committee review the proposed modifications to the general education diversity requirement described in the Diversity Education Task Force Report.

The Educational Affairs Committee should:

1. Review the [University of Maryland Strategic Plan - Transforming Maryland: Higher Expectations](#).
2. Review the University of Maryland [2016 Strategic Plan Update: Equal to the Best](#).
3. Review the [University of Maryland Strategic Plan for Diversity: Transforming Maryland - Expectations for Excellence in Diversity and Inclusion](#).
4. Review the University's current general education diversity [requirements](#).
5. Review Transforming General Education at the University of Maryland ([Senate Document #09-10-34](#)).
6. Review the General Education Implementation Plan ([Senate Document #10-11-31](#)).
7. Review Inclusion and Respect at the University of Maryland ([Senate Document #17-18-03](#)).
8. Review the Diversity Education Task Force Report.
9. Consult with a representative of the Office of Undergraduate Studies.
10. Consult with the Associate Dean for General Education.
11. Consult with a representative of the Office of Diversity and Inclusion.
12. Consult with representatives of the Diversity Education Task Force.
13. Consult with members of the General Education Diversity Faculty Board.
14. Consider whether the proposed modifications to the general education diversity requirements are appropriate for the University and are in alignment with the principles in the University's Strategic Plan, the Diversity Strategic Plan, and the Statement of University Values
15. Consider whether the proposed learning outcomes for the general education diversity requirement align with the Diversity Education Task Force's principles on diversity education.
16. Consider the best options for implementation of the proposed modifications to the general education diversity requirements based on the suggestions from the Diversity Education Task Force or through consultations with the Office of Undergraduate Studies.

17. If appropriate, recommend whether the proposed modifications to the general education diversity requirements and the associated learning outcomes should be revised, in consultation with representatives of the Diversity Education Task Force.
18. If appropriate, make recommendations on implementation strategies associated with the modification of the general education diversity requirement.

We ask that you submit a report to the Senate Office no later than **November 5, 2021**. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

**Diversity Education Task Force Proposed Revisions to
General Education Diversity Requirement**

The General Education diversity requirement should retain the same basic two-course structure and a minimum of 4-6 credit hours, with the following modifications:

1. Revise the diversity category labels to signify that the content has shifted and modify the learning outcomes associated with each category, as follows:
 - 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. (All proposed learning outcomes are provided below.)
 - b. The *Cultural Competence* category would be relabeled *Navigating Diverse Social Environments*, and instructors would have a larger set of required skills-oriented learning outcomes from which to select at least one. (All proposed learning outcomes are provided below.)
 - c. Perspective-taking would be added as an optional 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.

Recommended Category Title: Understanding Structures of Racism and Inequality

Recommended Category Learning Outcomes:

1. Analyze racism as a form of historical and systemic discrimination in the U.S. or internationally that may intersect with other forms of power and oppression. **(required)**
2. Reflect on and critically analyze one's own identity (such as race, ethnicity, cultural values, norms, and biases) and how these affect one's perceptions of individuals with different identities.
3. Identify and describe the experiences of individuals who hold different social identities.
4. Analyze social policies, ideologies, or institutions that give rise to structural inequalities and sustain power differences based on race/ethnicity and other social categories.
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.

Note: Approved courses would need to meet 4 of 6 learning outcomes; one of these must be the required learning outcome focused on analyzing racism.

Recommended Category Title: Navigating Diverse Social Environments

Recommended Category Learning Outcomes:

1. Reflect on critical similarities and differences between one's own and others' identities and social positions due to racism and/or 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 and describe the experiences of individuals who hold different social identities.

At least one of the following is required:

4. Communicate and collaborate 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.

Note: Approved courses would need to meet 3 of 6 learning outcomes; one of these must be one of the three required learning outcomes pertaining to practice ((4)-(6)).