



1. Call to Order
2. Approval of the January 21, 2022 Senate Minutes (Action)
3. Approval of the February 9, 2022 Senate Minutes (Action)
4. Report of the Chair
5. Special Order
Darryll J. Pines
President of the University of Maryland
2022 State of the Campus Address
6. Revisions to the Diversity General Education Requirement (Senate Document #20-21-10) (Action)
7. New Business
8. Adjournment

**Also accessible via [Zoom](#) for those who are unable to attend in person*



CALL TO ORDER

Senate Chair Williams called the meeting to order at 2:02 p.m.

REPORT OF THE CHAIR

Plan of Organization Review Committee Update

Chair Williams stated that the slate for the Plan of Organization Review Committee (PORC) had been approved by the Senate at its December meeting. She noted that the formal charge for the committee had been finalized by the Senate leadership, and PORC would hold its first meeting soon where it would be charged and elect its Chair. The deadline for the committee's work is March 2023.

Procedures

Chair Williams provided an overview of Senate meeting procedures related to participation, providing information for the record, audio recording, introduction of non-Senators, and the 2-minute speaker limit.

Chair Williams stated that the Special Senate Meeting was being held so that Senators could provide feedback about the University of Maryland (UMD) Strategic Plan before it is finalized. She asked if there were any objections to limiting speakers to 2 minutes each on each agenda item without the ability to speak again on an item until all others have had an opportunity to do so. Hearing no objections, she noted that a timer would be displayed on the screen to help speakers manage their time.

SPECIAL ORDER

Jennifer King Rice, Senior Vice President & Provost ***UMD Strategic Plan Presentation***

Chair Williams invited Senior Vice President & Provost, Jennifer King Rice, to provide her presentation on the UMD Strategic Plan.

Provost Rice thanked Senators for the invitation and their investment in the University Senate and the University's system of shared governance. Provost Rice stated that her presentation would provide a preview of UMD's new Strategic Plan for Senators before it is finalized in the coming weeks. She noted that the Strategic Plan was a result of a tremendous investment of time and energy from campus community members with a diversity of perspectives, and thanked all faculty, staff, and students who had provided ideas and feedback.

Provost Rice provided an overview of the process taken to create the Strategic Plan. She stated that qualitative and quantitative data, such as internal data, peer comparison data, environmental scans, a summary of stakeholder themes from focus groups, and results of a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis were considered. Provost Rice noted that over 500 individuals, including almost 1000 individuals who had attended open forums, had provided input for consideration by the Pillar Planning Committees, served on the Pillar Planning Committees and their

associated Catalyst Committee, through interviews with focus groups, questions of the week posted on the Strategic Plan website, special presentations, and two open forums with over 300 participants each. She also noted that a consultant group, Huron, had provided process-related support to assist committee members in completing the substantive work of creating the Strategic Plan by facilitating focus groups and interviews with stakeholders, gathering environmental data for the environmental scan, compiling materials, and organizing feedback from community members.

Provost Rice stated that the process described had yielded a set of strategic planning elements, from most foundational to the most specific as shared values/guiding principles, which remain stable over time and ground collective work; vision, which is the ideal future state of UMD; mission, which is the purpose of UMD; goals and priorities, which describe the organization's focus of energy for the duration of the Strategic Plan; objectives, which are tangible areas of emphasis that allow for significant annual progress on the Strategic Plan; and initiatives, which are bold and innovative programs or projects used to obtain an objective. Rice stated that the initiatives in the Strategic Plan were generated by the Pillar Planning Committees and would be implemented over time. She also noted that the Strategic Plan was a living document that would evolve with the needs of the University over time.

Provost Rice stated the guiding principles, present in all parts of the Strategic Plan as:

- Excellence - A commitment in all endeavors, to surpass the good and the great, and reach new levels of achievement;
- Diversity, equity, and inclusion - Working toward justice by embracing voices, ideas, perspectives, identities, and experiences across the diversity of UMD and its community;
- Impact - Envisioning and creating a better future for the state, nation, and world through research, teaching, and service;
- Innovation - Transcending the status quo by solving problems with creative thinking and actions;
- Collaboration - Accomplishing more through work with others for a common purpose; and
- Service to humanity - The loyalty and obligations of UMD to its faculty, staff, students, and alumni, as well as state, national, and international partners.

Provost Rice noted that while UMD had remained an institution of change and progress since its founding, it is currently evolving more quickly than at any time in its history. She stated UMD's mission and noted that the Strategic Plan would help to boldly reimagine what UMD must be so that it can uphold and expand its mission of service to humanity. She also stated that the Strategic Plan had 4 strategic commitments, each with 3 goals and several objectives associated with each goal as follows:

1. "We reimagine learning. We reimagine learning and teaching as inclusive, experiential, publicly engaged, creative, integrative, holistic, and empowering."
 - Goal #1: Lead in the development of innovative and inclusive approaches for teaching and learning.
 - o Rethink and reconfigure our learning environments to balance, integrate and leverage universal design, technology-rich education, and human connections.
 - o Expand access to educational programs through new, flexible, and inclusive approaches to instructional design and delivery.

- o Unlock the potential of our campus as a green, connected-living learning environment that is open and accessible to the global community.
 - o Imagine new possibilities for advancing lifelong learning with technology and new forms of engagement for learners of all ages.
 - Goal #2: Expand the use of high-impact experiential learning to ensure that every undergraduate and graduate student has the opportunity to learn through public service and civic engagement.
 - o Provide opportunities throughout the educational journey for internships, research experiences and other applied learning experiences.
 - o Develop and coordinate volunteer and civic engagement opportunities and encourage undergraduate and graduate students to engage in work that supports the public good.
 - o Grow events and programs that enable students to connect with local community members organizations and businesses for civic development, employment, and other forms of learning.
 - Goal #3: Create opportunities for interdisciplinary collaboration that fosters creative expression discovery and critical thinking.
 - o Build partnerships among the arts, humanities, science, technology, and other disciplines to develop new curricular and experiential offerings that nurture different ways of thinking to spark dialogue, understanding, problem-solving, and action.
 - o Support indoor and outdoor spaces on campus that advance learning, inspire discovery, and activate creativity.
2. “We take on humanity's grand challenges. Our education, scholarship, and service are designed to accelerate solutions to humanity's grand challenges within our communities and around the globe.” She identified the related goals and associated objectives as follows:
- Goal #1: Invest in faculty, students, staff, alumni, and partner capacity to take on grand challenges through multidisciplinary and engaged research and curricular innovations.
 - o Inspire multidisciplinary collaboration to address grand challenges such as climate change, social injustice, global health, education disparities, poverty, and threats to our democracy.
 - o Place interdisciplinary grand challenges at the center of our curriculum, further integrating education and research missions.
 - o Prepare and energize the next generation of critical thinkers and change agents through integrated, experiential, and high-impact learning experiences focused on grand challenges in and outside the classroom.
 - Goal #2: Leverage our location near the state and nation's capitals to advance and support evidence-based policy that addresses grand challenges at the community, state, national, and global levels.
 - o Expand partnerships with government agencies policymakers and community leaders that allow faculty, staff, and students to contribute meaningfully to our democracy and our society.

- Provide internships fellows programs and other place-based experiential learning opportunities for students to directly engage in local, state, national, and global grand challenges.
 - Goal #3: Amplify impactful research, scholarship, creative activities, teaching, and service through communication, visibility, and translation.
 - Recognize and reward work that is visionary, translational, and powerful.
 - Highlight the accomplishments of our graduates.
 - Communicate the real-world impact of our research, scholarship, and creative activities.
3. “We invest in people and communities. We invest in people, their well-being and advancement, and the conditions that support their ability to fully participate and thrive in our community, state, and world.” She identified the related goals and associated objectives as follows:
- Goal #1: Lead the nation in living a commitment to equity, diversity, and inclusion in all that we do.
 - Ensure that every member of our community has access to safe and inclusive campus communities.
 - Introduce every new student, faculty, and staff member to our Terrapin history, traditions, values of diversity and equity, and ongoing efforts to create a more inclusive campus where every member feels they matter and belong.
 - Invest in the capacity of students, faculty, and staff to learn, teach, work, lead, and engage in dialogue across difference, leveraging diversity and inclusion as strategic assets in all that we do.
 - Create an actionable and sustainable plan to tackle issues of social justice, equity, and antiracism, both locally and globally, through our research, education, and outreach.
 - Goal #2: Become a connected, coordinated, and effective community of care that supports the success and well-being of students, faculty, and staff.
 - Ensure the financial health of students, faculty, and staff through fundraising, advocacy for better wages and benefits, and investments in career readiness and workforce development.
 - Provide innovative and excellent services in areas critical to staff, faculty, and student well-being such as mental and physical health, financial planning, skill development, work-life support, language development, and housing.
 - Connect all Terps locally and globally through enhanced technology, coordinated networks, and accessible communications.
 - Goal #3: Align evaluations, rewards, and incentives with our goals and our values.
 - Reform faculty promotion systems to promote and reward inclusive excellence; impactful research, service and civic engagement; and innovative activities that advanced the common good.
 - Act together to create a workplace where staff thrive through new opportunities to learn, lead, and advance and are appreciated for their many talents and contributions.

4. “We partner to advance the common good. Our future is tied to and interconnected with our local, state, national, international, and USM partners. We build bridges that allow our research to have impact locally and globally, our education to prepare students for civic engagement and work, and our service to create solutions for a more equitable, sustainable, and resilient state.” She identified the related goals and associated objectives as follows:
- Goal #1: Expand our impact through strategic research partnerships with local state national and global stakeholders
 - Create more flexible structures for collaborative, multidisciplinary research that is responsive to grand challenges and state priorities.
 - Accelerate collaboration within the Capital Region to ensure our scholarship has an immediate and meaningful impact on policy and practice.
 - Realize the possibilities of “MPowering the State” in partnership with the University of Maryland, Baltimore to strengthen and serve the state of Maryland through collaborative and transformative research and instruction.
 - Goal #2: Catalyze innovation and entrepreneurship for inclusive economic development.
 - Improve the vitality of the state of Maryland by growing and supporting the next generation of diverse innovators, creators, entrepreneurs, and small businesses.
 - Facilitate the transfer of technology and commercialization of our greatest discoveries.
 - Coordinate and grow our innovation and entrepreneurship ecosystem on campus and in the Discovery District.
 - Goal #3: Enhance the economy, educational outcomes, social justice, quality of life, and civic engagement of our neighbors and neighborhoods through relationship-building and ongoing commitment to partnerships.
 - Ensure our university is an engaged and responsive partner with the city of College Park, Prince George's County, and the state of Maryland as together we seek to improve the quality of life and full participation of our citizenry.
 - Grow and strengthen our partnerships to enhance the PK-20 educational ecosystem for the state.
 - Create opportunities for students, faculty, staff, and alumni to become involved in state and local civic engagement.

Critical enablers in the implementation of the Strategic Plan are as follows:

- Diverse and Engaged Community- Engaging the diverse voices across campus and the larger community to inspire collaboration and creativity and accelerate solutions to grand challenges;
- Shared Governance- Engaging students, faculty, and staff to shape UMD’s future and advance its common purpose;
- Strategic Location- Leveraging UMD’s location in the capital region to promote civic engagement, address state, and federal priorities, and expand partnerships with government agencies, policymakers, research organizations, and private partners;
- Infrastructure- Investing in state-of-the-art facilities and leading technologies to enable campus community members to tackle grand challenges, support world-class learning and research, and promote innovation and excellence in ways that are responsible and sustainable;

- Communications and External Engagement- Sparking dialogue and engagement with local, national, and international partners to accelerate and amplify UMD's real-world impact;
- Rewards Systems and Incentives- Rewarding and incentivizing behaviors and actions that align with UMD's values, commitments, and goals;
- Resources- Attracting new resources and promoting effective stewardship of existing resources to allow for investment in high-priority areas that advance UMD's mission and vision; and
- Coordination and Agility- Coordinating to position UMD to further integrate its education and research missions, pursue interdisciplinary collaboration, and expand partnerships.

Provost Rice stated that the Strategic Plan would be implemented over the next decade, and noted that community members would have the opportunity to engage in an ongoing process involving assessments, progress reports, and priority setting, in turn enabling the Strategic Plan to grow and evolve with the UMD.

Chair Williams thanked Provost Rice for her presentation and opened the floor to questions and comments, noting the two-minute speaker limit.

Senators asked questions about how the social sciences were valued at UMD, the reputation of higher education amid growing anti-science ideology in America, the rising costs of higher education, the loss of tenured/tenure-track (TTK) faculty on campus, loss of funding for the UMD Libraries, the contributions of Professional Track (PTK) Faculty and Postdoctoral Scholars, what growing edges the Pillar Planning and Catalyst Committees had identified, how UMD would work to attract and support international students, how UMD's work could be made more accessible to the larger off-campus community, admissions criteria, the costs of implementing the Strategic Plan, the mechanisms of change necessary for the implementation of the Strategic Plan, merit pay increases, potential layoffs or program closures, and providing a living wage for all PTK Faculty, staff, and graduate students. Senators also asked questions about infrastructure, noting that the condition and placement of some offices and classrooms presented barriers to safe and effective teaching, learning, working, and collaboration.

Provost Rice stated that all disciplines had a place in the Strategic Plan, noting the various grand challenges that social sciences had a role in helping to address. She noted that the notion of demonstrating the impact of UMD's work was a significant aspect of the Strategic Plan. Rice stated that the public is not always aware of how higher education contributes to solutions, such as its contributions in helping communities and the nation move forward during Covid-19. She also noted that she and President Pines would continue fundraising and advocating for more resources to support financial aid efforts both for students and for those who would be students at UMD, absent the barrier of cost of attendance. Provost Rice stated that a comprehensive review of policies concerning PTK Faculty would begin the following year to ensure that the policies were supportive of PTK Faculty. Rice noted that the decrease in TTK Faculty is a result of long-term modest trends and a recent hiring freeze. She stated that the imbalance between PTK and TTK Faculty members was more pronounced in some departments than others and that while the need to reinvest in TTK Faculty after relying on contractual faculty was recognized centrally, the hiring to address the situation fell under the power of individual colleges and departments. Provost Rice noted that she had been discussing the need for having a facilities plan specifically for the Libraries and thanked Dean Lim from the Libraries for her forward-thinking regarding the role of the modern library in serving the community.

Provost Rice stated that the objective regarding reforming faculty promotion systems also applied to PTK Faculty so that faculty would be positioned to be as effective and successful as possible. She noted that the process would provide opportunities for the contributions of PTK Faculty in innovative teaching, civic engagement, and other areas to be recognized and rewarded in meaningful ways following a period during which those contributions were not always embraced in academic settings. She stated that she was also working with Associate Provost for Faculty Affairs, John Bertot, to reform faculty workload policies. Provost Rice noted that Postdoctoral Scholars should be centered in the conversations about investing in people. She stated that the Pillar Planning and Catalyst Committees had identified UMD's siloed nature as a growing edge, noting that work done on campus is often not visible to the people not involved in it, and that work is often replicated as a result. Rice noted that establishing coordination and incentivizing work between different departments would be important. She stated that the Pillar Planning and Catalyst Committees had also identified diversity and inclusion as a growing edge, noting that until marginalized individuals, groups, and fields of study have an opportunity to fully participate and succeed, UMD would not reach its full potential. Provost Rice stated that Associate Vice President for International Affairs, Ross Lewin, had developed a common agenda around international education with opportunities for international education using both physical travel and technology to address grand challenges in a global context. Rice noted that work to attract top international students and faculty would need to be discussed at local levels partly because different academic programs have varying levels of international focus. She stated that the Strategic Plan intentionally reflected investment in and service to people, including those who are not a part of the immediate UMD community. Rice noted that if the work coming from UMD is not accessible, it cannot have an impact. She stated that to help units revise their promotion criteria to include valuing work that has a real-world impact and is accessible, Bertot was organizing a series of Provost dialogues around the impact of work. Provost Rice noted that UMD was a national leader in holistic admissions processes, and stated that the Executive Director of Undergraduate Admissions, Shannon Gundy travels the country discussing how holistic admissions can be done thoughtfully and comprehensively.

Provost Rice stated that there was no budget for the whole Strategic Plan, but its initiatives would be funded through a variety of sources including the state and grants. She noted that since the Strategic Plan was a living document, existing resources would be leveraged against UMD's most pressing needs at any moment in time and that she and President Pines were working to establish the amount of money that UMD would be investing in buildings and other capital investments over the next decade. Provost Rice stated that the Strategic Plan had the assumption that all community members would be able to change, but that change could only happen after a commitment to the vision established in the Strategic Plan. She noted that community members would have to be ready to give up some things and work together and that systems that did not encourage or penalized collaboration for faculty, staff, and students would need to be updated. She stated that investments in time, space, resources, and facilities would also need to be made. Provost Rice noted that President Pines and Executive Director of Government Relations, Ross Stern, were advocating to legislators for funds to restore UMD's budget and implement both merit and cost of living adjustment (COLA) pay. She stated that the Strategic Plan would not involve layoffs or program closures, noting that it was focused on investing and securing additional money to build a stronger university, rather than saving money. Rice stated that UMD was committed to providing not only a living wage, but a wage commensurate with the work and contributions of campus community members, as shown through recent increases to the graduate student stipend, as well as increased compensation for faculty and staff through merit and COLA.

Provost Rice stated that infrastructure was listed as a critical enabler for the Strategic Plan because of its importance and noted that Facilities Master Planning would begin in the Fall to support the operations of all essential disciplines across campus. She also noted that UMD was anticipating being able to secure funding from the state to support infrastructure updates. Rice stated that significant changes to operations and facility use would need to be implemented to support interdisciplinary collaboration and address the impacts of telework.

Senators suggested that UMD create and distribute a survey to assess the public's view of the institution to address misinformation, highlight work that is helpful to the community, and improve operations where possible. Senators also suggested requiring Title IX training for all students and faculty, reducing parking fees for student commuters, noting the amount of necessary new staffing support needed to support new initiatives in the Strategic Plan, and thinking about how to incentivize faculty to be interdisciplinary when the approach can mean that faculty are not top specialists in a single field by nature.

Provost Rice thanked Senators for their questions, comments, suggestions, and commitment to moving the Strategic Plan forward and the Pillar Planning and Catalyst Committee members for their work. Provost Rice noted the use of affirmative statements in the Strategic Plan and noted that they reflected excellent work already underway at UMD.

Senate Chair Williams thanked Provost Rice for her presentation.

NEW BUSINESS

There was no new business.

ADJOURNMENT

The meeting was adjourned at 3:32 p.m.



CALL TO ORDER

Senate Chair Williams called the meeting to order at 3:15 p.m.

Chair Williams noted that the Senate had a full agenda of business to complete and asked if there were any objections to limiting speakers to two minutes each on each motion or agenda item without the ability to speak again on an item until all others have had the ability to do so the Senate could complete its business. Hearing no objections, Williams stated that a two-minute timer would be displayed on the screen to help speakers manage their time for the remainder of the meeting.

APPROVAL OF THE DECEMBER 9, 2021 SENATE MINUTES (ACTION)

Chair Williams asked if there were any additions or corrections to the minutes of the December 9, 2021, meeting; hearing none, she declared the minutes approved as distributed.

Chair Williams stated that the minutes from the January 21, 2022, Special Senate Meeting would be included in the materials for the March 1, 2022, Senate meeting.

SPECIAL ORDER: PRESIDENTIAL BRIEFING

Chair Williams invited President Pines to provide his briefing to the Senate.

Breaking News

President Pines stated that the University of Maryland (UMD) Strategic Plan, “Fearlessly Forward in Pursuit of Excellence and Impact for the Public Good,” would be released within the hour. He thanked Senior Vice President & Provost, Jennifer King Rice for her leadership during the Strategic Plan creation process. Pines also thanked the members of the Pillar Planning and Catalyst Committees, as well as campus and greater College Park community members for their engagement throughout the 6-month process.

Campus Leadership Update

President Pines provided an overview of recent changes in senior leadership positions at the University including the following:

- Dr. Gregory Ball, former Dean of the College of Behavioral and Social Sciences (BSOS) is the new Vice President for Research (VPR).
- Dr. Wayne McIntosh is the new Interim Dean for BSOS.
- Dr. Dean Chang is the new Interim Chief Innovation Officer, following the departure of Julie Lenzer.

President Pines provided an overview of the searches for open positions that are underway or would begin shortly, including the following:

- The Vice President for University Relations search, launched in anticipation of Brodie Remington’s departure on June 30, 2022, will be chaired by Lucy Dalglish, Dean of the Philip

Merrill College of Journalism (JOUR) and Craig Thompson, Executive Committee Member for the University of Maryland's Foundation and Partner with Venable LLP.

- Provost Rice is conducting searches for the Dean of the College of Education (EDUC) and the Dean of the College of Arts and Humanities (ARHU). A search for a permanent Dean of BSOS will begin shortly.

Research Highlights

President Pines provided two recent research highlights including:

- Dr. Catherine Nakalembe, Associate Professor, Geographical Sciences, who is a scientist originally from Uganda, was awarded the Golden Jubilee Medal from Uganda. Dr. Nakalembe was unable to attend the awards ceremony due to Covid-19, but the award was presented to Dr. Nakalembe's parents by His Excellency the President of Uganda, Mr. Yoweri Museveni, at a ceremony in Kampala on January 26, 2022.
- Dr. Nathan Fox, Distinguished University Professor, Human Development and Quantitative Methodology, co-authored and published a study with significant findings in the National Academy of Science. The study showed that when families with infants and small children are given cash assistance with no stipulations on use, the brain development of children in those families improves.

Innovation and Entrepreneurship Highlights

President Pines stated that UMD had consistently been ranked as a top 10 College for Entrepreneurship by the Princeton Review and Entrepreneur Magazine over the last 6 years, and noted the following:

- UMD was named a top 25 most innovative university by US News & World Report in 2016 and 2017.
- During the 2020-2021 academic year:
 - 16% of all undergraduate students (4,766 students) were enrolled in at least one entrepreneurship course.
 - 42.5% of undergraduate students (12,757 students) were enrolled in at least one innovation/entrepreneurship course.

President Pines noted that UMD graduates had been able to lead businesses and 501c3 non-profit organizations as a result of their education. Pines stated that 8 alumni had appeared on the most recent Forbes 30 under 30 list for the impact of their work.

Faculty Highlights

President Pines recognized the four UMD faculty who were named 2021 Fellows of the American Association for the Advancement of Science (AAAS):

- William Wesley Bowerman, Environmental Science & Technology;
- Leslie Pick, Entomology;
- Sarah Eno, Physics; and
- John Kogut, Physics.

President Pines also noted that Dr. Ming Ling, Distinguished University Professor, Computer Science was recognized by the National Academy of Inventors for her contributions in virtual reality, computer graphics, and robotics, and Dr. Ken Porter, Director of UM Ventures, who had been recognized as a

Senior Member of the National Academy of Investors for his leadership in the Office of Technology Commercialization.

Annapolis Highlights

President Pines stated that Executive Director of Government Relations, Ross Stern, and others on campus had successfully advocated for merit and cost of living adjustment (COLA) increases for UMD. As a result, an initial COLA of 1% and a merit pool of 2.5% has already been implemented and an additional COLA of 3% and a merit pool of 2.5% will be implemented this upcoming July 1st. Pines stated that as a result of advocacy, UMD has also had the entire 7.5% reduction to their 2021 fiscal year budget restored.

Chair Williams thanked President Pines for his presentation and opened the floor to questions.

A Senator asked how the money that had been reinstated in UMD's budget would be distributed, and if the money would be given back to departments that had had their budgets reduced as a result of this larger budget cut.

President Pines stated that the money would be used to help fund initiatives under the Strategic Plan, noting that money would be returned to units in that way.

Williams asked if there were any additional questions or comments; hearing none, she thanked President Pines for his briefing.

REPORT OF THE CHAIR

Senate Executive Committee (SEC) Update

Chair Williams stated that the SEC had met on January 25, 2022, and approved the agenda for the Senate meeting. She noted that the SEC had also agreed that it was important for the Senate and campus community to receive special order presentations on mental health needs during Covid-19 and UMD's current and future 5G/6G initiatives.

Senate Elections

Chair Williams stated that the candidacy period for staff, student, and single-member constituencies for the 2022-2023 elections had concluded on February 4, 2022, and those elections would begin on February 21, 2022. Williams encouraged members of the constituencies to participate in the elections. She also noted that February 11, 2022, was the deadline for Deans to report the results of their faculty elections, stating that newly elected Senators would be eligible for nomination for the elected committees and councils, as well as leadership positions for the 2022-2023 academic year.

Nominations for Elected Committees & Councils

Chair Williams stated that the Nominations Committee had recently started identifying potential nominees for the Senate's elected committees and councils, including the SEC, the Committee on Committees, the Athletic Council, and the Council of University System Faculty (CUSF). She noted that Senators would receive an email soliciting self-nominations and nominations of their colleagues. Williams stated the importance of having strong nominees and urged Senators to run or nominate others for the important positions.

PCC PROPOSAL TO ESTABLISH A POST-BACCALAUREATE CERTIFICATE IN SCIENCE, TECHNOLOGY, AND INNOVATION POLICY (SENATE DOCUMENT #21-22-28) (ACTION)

Betsy Beise, member of the Programs, Curricula, and Courses (PCC) Committee presented the PCC Proposal to Establish a Post-Baccalaureate Certificate in Science, Technology, and Innovation Policy (Senate Document #21-22-28), on behalf of Valérie Orlando, Chair of the PCC Committee.

Chair Williams opened the floor for discussion of the proposal.

Senator Wolfe, emeriti faculty, College of Computer, Mathematical, and Natural Sciences (CMNS) asked if the courses offered as part of the certificate would be graduate-level courses.

Beise stated that the courses offered as part of the certificate would be graduate-level courses, noting that the courses are currently part of the Master of Public Management and Master of Public Policy Programs.

Senator Sobalvarro, part-time undergraduate student, CMNS, asked if classes in the certificate would be open to students in the Science in the Evening (SIE) Program.

Beise stated that there would be an admissions process for the certificate and asked Sobalvarro to contact the School of Public Policy (PLCY) for more information, noting the presence of Associate Dean for Academic Programs and Student Services, Nina Harris.

Chair Williams recognized Harris.

Harris stated that while PLCY would be focusing on a cohort-based model for the program, there would be opportunities for other students, including non-degree seeking students, to take individual courses from the certificate. She encouraged Sobalvarro and others interested in taking courses to contact PLCY.

Seeing no further questions, Williams called for a vote on the PCC Proposal to Establish a Post-Baccalaureate Certificate in Science, Technology, and Innovation Policy (Senate Document #21-22-28). The result was 122 in favor, 1 opposed, and 7 abstentions. **The motion to approve the proposal passed.**

PCC PROPOSAL TO RENAME THE POST-BACCALAUREATE CERTIFICATE IN PUBLIC MANAGEMENT TO PUBLIC LEADERSHIP AND MANAGEMENT (SENATE DOCUMENT #21-22-29) (ACTION)

Betsy Beise, member of the Programs, Curricula, and Courses (PCC) Committee presented the PCC Proposal to Rename the Post-Baccalaureate Certificate in Public Management to Public Leadership and Management (Senate Document #21-22-29), on behalf of Valérie Orlando, Chair of the PCC Committee.

Chair Williams opened the floor for discussion of the proposal, noting the two-minute speaker time limit; hearing none, she called for a vote on the PCC Proposal to Rename the Post-Baccalaureate Certificate in Public Management to Public Leadership and Management (Senate Document #21-22-29). The result was 128 in favor, 1 opposed, and 2 abstentions. **The motion to approve the proposal passed.**

SPECIAL ORDER

Dr. Chetan Joshi, Director, Counseling Center

Thomas Ruggieri, Coordinator, Faculty Staff Assistance Program

Exploring the Mental Health Needs of Students, Staff, and Faculty During Covid-19

Chair Williams invited Dr. Chetan Joshi, Director of the Counseling Center to provide his presentation, noting that the floor would be open for questions following a second presentation from Thomas Ruggieri, Coordinator of the Faculty Staff Assistance Program (FSAP).

Dr. Joshi thanked Williams for the opportunity and provided an overview of his presentation, including national trends from counseling centers on college campuses, trends during the Covid-19 pandemic, local trends at UMD, and new services from the Counseling Center.

National Trends

Information about national trends was compiled based on research from the Center for Collegiate Mental Health at Pennsylvania State University, which collects data from 200 counseling centers across the country. The data reflected the following:

- Between 2009 and 2018, counseling centers saw a significant increase in the demand for services, with a 30-40% increase between 2009 and 2015. Enrollment in colleges during that time period only increased by 5%.
- Students are presenting with increased severity of clinical presentations which include histories of psychotropic medication use, therapy, psychiatric hospitalization, severe mood disorders, and psychosis-related issues.
 - Students are presenting with self-threat indicators such as suicidal ideation, history of suicide attempts, and history of hospitalization for suicidal ideation and/or attempt(s) at higher rates.
- Counseling centers have seen a significant increase in the demand for services that can be accessed rapidly by students when they are in distress, as opposed to ongoing individual therapy. As a result, counseling centers across the nation have started to offer more rapid access modalities of treatment.
- While counseling centers have engaged in outreach to college students to encourage them to seek mental health services, students of color are less likely than white students to seek treatment, despite similar rates of prevalence of mental health issues.

While mainstream media has been reporting trends of drastically increased rates of depression, anxiety, and social isolation during Covid-19 among college students, the data reflected more complicated trends:

- For the first time in 8 years, rates of depression, anxiety, self-threat indicators, and alcohol use did not increase, which may be due in part to students seeking mental health care in their home communities while learning remotely off-campus.
- There was an increase in reported and clinically assessed eating disorder-related concerns, reported distress during family interactions, experiences of trauma, rates of marijuana use, and overall rates of stress. The average number of individual therapy sessions at counseling centers increased.

- The largest increase was seen in rates of academic distress. Students reported difficulties both in focusing and concentrating and with academic motivation.

Trends at UMD's Counseling Center largely reflected national trends during Covid-19:

- The number of new students seeking clinical services from the Counseling Center decreased for the first time in several years as state laws presented a barrier to providing therapy across state lines. The trend may also be partially due to students seeking mental health care in their home communities while learning remotely.
- Students that did seek care from the Counseling Center received an extended level of care, including an increased number of individual therapy sessions.
- A new rapid access service called "Wellness Workshops" was successfully piloted with over 1400 students participating in sessions. The program has continued through the 2021-2022 academic year.
- Hybrid services were and continue to be offered to allow for maximum accessibility and flexibility for students.
- The Counseling Center saw a small increase in rates of anxiety. Anxiety and academic distress, including difficulty with focusing, concentrating, and academic motivation were the top presenting concerns in students.
- There was a 26% increase in the number of after-hours crisis calls from students.

New and upcoming services and initiatives at the Counseling Center in addition to hybrid treatment and Wellness Workshops:

- Purchased biofeedback devices for meditation thanks to support from the Student Government Association (SGA); The devices are worn as headbands and monitor user brainwaves to help students towards a meditative state. The modality will be offered as an option later in the spring 2022 semester for 20-minute sessions.
- Purchased a virtual reality headset to be used for the treatment of phobias, trauma, and other conditions; The modality will be offered starting in the fall 2022 semester.
- Piloted a program called the SKY Happiness retreat with 50 students in the fall 2021 semester; After overwhelmingly positive feedback, the program will be offered again at the end of February 2022 to 50 students, with a focus on students of color.
- Expanding a story exchange program called Narrative 4 Connection;
- Launched a training program called T.E.R.P.S. for TERPS in close consultation with the Mental Health Supervisory Board of the Counseling Center, and thanks to a donation from the Parents Philanthropy Board; The program has trained 40 staff members in suicide prevention and will gradually begin to be offered to all faculty and staff starting during the fall 2022 semester.
- Started an initiative called the Mental Health Coalition during the fall 2020 semester, which has continued to grow slowly. The initiative is made up of representatives from 25 different offices and student organizations across UMD's campus who are involved in mental health advocacy work with the goal of bringing large-scale positive mental health-focused programming to UMD.
- Received partial funding under a mental health proposal to provide rapid access treatment modalities through the Counseling Center, thanks to President Pines, Vice President for

Student Affairs, Patty Perrillo, Senior Associate Vice President for Health & Well-Being, Dr. Warren Kelly, and other members of senior leadership; and

- Developing a mental health transport proposal with more information to come soon.

Dr. Joshi provided contact and location information for the Counseling Center and urged Senators to contact the Counseling Center and visit the [Counseling Center website](#) for more information.

Chair Williams thanked Dr. Joshi for his presentation and invited Thomas Ruggieri to provide his presentation.

Ruggieri thanked Williams for the opportunity to give his presentation and provided an overview of his presentation including services offered by FSAP, and employment-related trends over the last two years.

Ruggieri stated that he had started FSAP, which serves as the University's Employee Assistance Program (EAP), in 1988, noting that the program has seen unprecedented activity over the last two years. He noted that FSAP had provided 76 presentations to 3,700 faculty and staff members in that time. Ruggieri also stated that the need to give the presentations was due to the widespread impact of Covid-19 on all community members, and the benefits of being able to present and discuss the impacts of the pandemic with peers.

Services provided through FSAP:

- Up to 10 free and confidential short-term counseling sessions for issues related to anxiety, stress, depression, workplace issues, family issues, and other issues impacting an employee's ability to do their job;
- Presentations to departments and units on a variety of mental health topics including the impacts of Covid-19, managing conflict, and managing the stress of returning to in-office work;
- Debriefings for departments and units following a traumatic event such as a death in the community; and
- Fitness for duty evaluations to ensure that an employee has the resources that they need to return to work following an incident in which they were at risk of being a harm to themselves or others.

Ruggieri noted that FSAP had managed an emergency loan fund for 27 years that gave faculty and staff access to a loan of up to \$1,500 with no interest, as long as the loan was paid back within 6 months. He stated that the program was discontinued by the State at the beginning of the Covid-19 pandemic, noting that while not many employees on campus were laid off due to the pandemic, many employees relied on second jobs that they were laid off from.

Ruggieri noted that he had observed that events and reactions that had taken place over the last two-year period fell into one of three stages:

- Stage one began at the beginning of Covid-19, starting a mental health pandemic in addition to the public health pandemic. During the first year of Covid-19, the overwhelming emotion observed was grief in response to the loss of structure, predictability, health, future plans, and lives of family and friends.
- Stage two began during the second year of Covid-19. During this stage, people were more optimistic and had learned how to be adaptable and flexible as those who were able to work

remotely, adapted to telework. This stage provided an opportunity to normalize mental health issues and teach people coping skills.

- Stage three began as people were called to return to work in offices, which caused negative feelings for some.

Ruggieri provided an overview of the emotional reactions that had been observed before, during, and after employees were asked to return to their offices for in-person work:

- Grief, anger, anxiety, depression, trauma, and languish were all common experiences;
- Some employees, particularly those with young children at home who are not able to be vaccinated against Covid-19, often did not feel safe returning to work;
- Employees who had been able to work remotely also felt negative emotions at having to leave their families and homes to deal with the stressors of commuting once more;
- A significant issue of returning to the office for employees was arranging for child care and elder care, especially for those who had used the period of remote work to move to another state or country to care for family members.
- The widespread experience of bereavement without traditional forms of comfort such as funerals was unprecedented.

Experiences of Underrepresented Minorities

- The racial injustices being highlighted in the country also had negative impacts on Black, Indigenous, and People of Color (BIPOC) employees as they identified differential treatment.
- Covid-19 health care disparities from data from the Atlantic's Covid-19 Tracking Project through March 7, 2021, highlighted disparities between people of color and white people in positivity and death rates.
- While most individuals had family members and friends pass away due to Covid-19, it was not uncommon for Black/African American individuals to have lost more members of their community.
- Black/African American faculty and staff were more likely to want to continue to work from home after finding relief from traditional race-related organizational stressors such as pressure to assimilate, pressure to prove oneself, and experiences of being "othered" in a remote environment.
- Black/African American employees also felt that they were treated more fairly, had more opportunities to succeed, and could "be themselves" more when working remotely.

Ruggieri stated that individuals have responded differently to the collective trauma that has been experienced during Covid-19. He noted that while many individuals have experienced worsening mental health over the last two years, there is research suggesting that some individuals have experienced increased resiliency.

Ruggieri provided an overview of employment trends at UMD amid "the Great Resignation." Ruggieri stated that while the national turnover rate is about 26%, UMD's turnover rate was 9% in 2020 and 8% in 2021. He noted that UMD's turnover had been increasing over the past 6 months.

Ruggieri noted trends impacting staff at UMD:

- Employees are leaving without another offer in hand more than ever before.

- Filling vacancies across campus has been difficult due to the low number of qualified applicants for positions. Additionally, many applicants are requesting flexible work arrangements that have not been made available at UMD.
- Employees who have remained are reporting burnout at higher rates as they are expected to assume the tasks of former employees.

Ruggieri stated that faculty disengagement had been observed and reported, meaning that faculty are disengaging from activities outside of the core duties of their jobs.

Ruggieri noted that employees who are leaving UMD are reporting the following reasons for doing so:

- Pursuing opportunities for flexible and/or remote work in other settings;
- Fear of Covid-19 in the workplace and lack of management requirements for staff to follow masking and vaccination policies;
- Difficulty finding childcare and eldercare while not able to work remotely;
- Increased stress with a return to commuting; and
- Seeking something else from a job after having an opportunity to think about how work fits into an overall lifestyle.

Chair Williams thanked Ruggieri for his presentation and opened the floor to discussion of both presentations.

Senators thanked Joshi and Ruggieri for their work, and asked questions about how Counseling Center employees were taking care of themselves; the existence of partnerships with local social service agencies to support students reporting issues such as food insecurity; encouragement or potential requirement of inclusion of Counseling Center contact information on course syllabi; the existence of partnerships with the Nyumburu Cultural or Multicultural Centers at UMD to reach students of color; and trends in demand of FSAP services. A speaker thanked SGA for their support of the Counseling Center and asked how faculty, staff, and students can work effectively with each other when an individual is behaving unusually, and all parties are under often unspoken stress.

Joshi stated that the Counseling Center has been operating using the central principles of safety, flexibility, and commitment to service delivery. He also noted the Counseling Center's responsibility to carry out relevant public health guidelines and ensure the safety of campus community members. Joshi stated that offering as much flexibility as possible to employees to accommodate for things such as child or elder care arrangements helped support consistent, efficient, and seamless service delivery while ensuring that employees were staying safe and functioning well. Joshi noted that many students at UMD face adverse experiences, with students of color facing them at higher rates. Joshi stated that the Counseling Center's Research Unit, led by Dr. Yu-Wei Wang worked with UMD Dining Services to conduct a food insecurity study, which found that 20%-25% of UMD students face food insecurity. He noted Dr. Wang's work with state legislators to support food security-related legislation, such as providing funds to higher education institutions to address the problem, and renewing Supplemental Nutrition Assistance Program (SNAP) coverage for college students, and stated that the Counseling Center was open to creating more partnerships to support students. Joshi noted that partnerships between the Counseling Center and cultural centers on campus were a long-established practice that would expand to UMD's new cultural centers the following year. He stated that he also meets with student leaders from marginalized communities to hear their perspectives and observations of the mental health of their peers, and to attempt to tailor services to address reported

needs as possible. Joshi noted that student leaders have suggested the inclusion of Counseling Center information on syllabi, and stated that the idea was being discussed in a way that would include faculty. He stated that when dealing with stressful interactions and environments, it is helpful for all parties to respond after taking time to understand what another person is trying to communicate, rather than react immediately. Joshi noted that offering flexibility when requested by others to the extent possible is also helpful and stated that when requests for flexibility are rejected, they should include an explanation for why the alternate arrangement was not possible. He stated that while faculty and supervisors would benefit from students and other staff members extending flexibility, such instances of flexibility should not be expected because of inherent power dynamics.

Ruggieri stated that Counseling Center employees are encouraged to practice the advice that they give others to manage stress and persevere through an extended mental health pandemic. He noted the impact of the lack of external and internal resources, stating that employees had contacted his office after receiving as many as 10 referrals for external counseling to report that none of the providers had returned their calls. He stated that while the FSAP emergency loan fund, funded by UMD faculty and staff, had provided almost \$1 million in loans over 27 years, its discontinuation by the State at the beginning of Covid-19 had come at a time when it had the potential to offer unprecedented support. Ruggieri noted that he had been a member of an informal group on campus called the Conflict Resolvers Network for 25 years. He stated that this group of people, which included representatives from the Office of Diversity and Inclusion (ODI), the Office of Faculty Affairs (OFA), the Center for Leadership and Organizational Change (CLOC), each of the four Ombudsman Offices, the Office of Civil Rights and Sexual Misconduct (OCSRM), the Dean of Students, and University Human Resources (UHR). He noted that the network has been successful in sharing relevant information and ensuring that faculty and staff who are seeking resources are directed to the relevant offices. Ruggieri stated that FSAP had seen a significant increase in the number of faculty and staff seeking services. He noted that since staffing for FSAP had remained limited to two individuals, any statistical increase in the number of people served was limited by that factor. Ruggieri stated that most people had behaved in ways that they were not proud of over the last two years due to stress levels, and noted that recognizing that faculty, staff, and students are also human beings under stress during conflict can be helpful when engaging in dialogue. He noted that individuals should approach conversations by taking accountability for their actions, stating goals, and avoiding placing blame.

Chair Williams recognized Chair-Elect Newman who made a motion to extend the meeting by 10 minutes, until 5:10 p.m. The motion was seconded. Chair Williams called for a vote on the motion to extend and noted that it required a $\frac{2}{3}$ vote in favor. The result was 60 in favor and 39 opposed. **The motion to extend the meeting until 5:10 p.m. failed.** Chair Williams noted that the meeting would end at 5:00 p.m.

Senators asked for resources to help enable them to be better community members and for resources that they could share within their departments. Senators noted that unequally distributed power can generate stress and stated that having access to data about student, faculty, and staff experiences in real-time would have been helpful throughout the Covid-19 pandemic.

Joshi stated that the first clinical step in interactions with others is self-reflection and noted that self-reflection helps individuals respond rather than react during situations. He noted that actively listening to others rather than coming up with responses while a person is still speaking helps to build connections in which people feel validated, regardless of whether or not the request that they are making can be granted. Joshi stated that approaching interactions with empathy was a good standard practice and noted that it was important to see individuals as people. He also stated that individuals

should resist projecting expectations and assumptions onto others based on the roles that they occupy. Joshi noted that Counseling Center staff were available to provide presentations and consultations to departments and units.

Ruggieri stated that in navigating interactions with others, it is important to have the insight and ability to recognize and take responsibility for ways in which individuals have caused harm themselves. Ruggieri noted that both he and Joshi would be providing a copy of their presentations for others to share with their departments and units. He stated that allowing time for groups to engage in a discussion following a Counseling Center presentation had helped individuals feel supported after being able to hear from others and realize that they were not experiencing things alone. Ruggieri also noted that he would be happy to provide presentations to departments and units.

Senate Chair Williams thanked Joshi and Ruggieri for their presentations.

SPECIAL ORDER

Axel Persaud, Assistant Vice President, Division of Information Technology
Current and Future 5G/6G Campus Initiatives

Senate Chair Williams stated that there was not enough time left in the meeting for the presentation on current and future 5G and 6G initiatives from Axel Persaud, Assistant Vice President of the Division of Information Technology. Williams apologized to Persaud and noted that the Senate leadership would work with him to reschedule the presentation for a future Senate meeting.

NEW BUSINESS

There was no new business.

ADJOURNMENT

The meeting was adjourned at 4:56 p.m.



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 SLLC 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.



**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 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 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 groups to achieve mutual goals.
6. Use skills to identify and reach consensus on resolutions for shared problems in conflicts across sociocultural 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.



**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](#).
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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)).