Diversity Statement

Proposed courses should reflect the overall spirit of the diversity competencies (see Diversity Competencies). It is not expected that all diversity competencies can be addressed adequately in a single course. Faculty who teach certified diversity courses are expected to have demonstrated professional and/or academic competence to teach such curriculum and to regularly seek out opportunities to enhance diversity knowledge and improve classroom climate. Proposals must address and detail how the course meets the criteria and competencies outlined below.

1. Please provide a course syllabus and a response to all the items below.

2. **Category 1 or 2:** Designate the category that best identifies the course. Identify which criteria are addressed by the course and how they are being met.

   **Category 1 - Race & Racism in the United States:** Courses in this category must address and have a substantive content (preferably the majority of the content) addressing topics of race and racism in the United States as it pertains to ALANA populations. The course must promote an understanding of:

   **Criteria for Category 1**

   - Race and racism in the United States;
   - The meaning of power and privilege;
   - The importance and impact of diversity and multiculturalism in United States society;
   - Include content that fosters self-reflection regarding one’s own prejudices in a manner that is observable by the instructor.

   **Category 2 - Human and Societal Diversity:** Courses in this broader category must promote an understanding of and an appreciation for at least one of the many facets of human and/or societal diversity including but not limited to:

   **Criteria for Category 2**

   - Non-United States cultures, past or present;
   - The workplace, organization, and/or the community;
   - Global or international issues, including the flow of people, cultures, labor, capital, diseases, or resources past or present, across or within all international / multinational geographical borders;
• Backgrounds and/or orientations related to race ethnicity, religion, class/socio-economic status, language, sex, gender identity or expression, sexual orientation, age, disability, or other socially constructed categories; and/or.
• Interventions and/or techniques to serve the needs of diverse groups in society.

3. **Competencies**: Which of the eight diversity competencies defined below are addressed by the course and how are they being met?

4. **Funds**: Do you seek course development funds? If available, how would you use them?

5. **Faculty Development**: Would you like additional faculty development opportunities in the area of diversity curriculum? If yes, what would you recommend?
Diversity Competencies

1) A multidisciplinary appreciation of diverse cultures, literature and artistic traditions, communities, and histories that constitute U.S. society, as well as awareness of global issues regarding diversity.

2) An understanding of U.S. traditions of democracy, active citizenship and how they may serve as a means to understand and resolve conflicts linked to race, class, ethnicity, and gender issues.

3) An ability to describe the nature, historical patterns, and demographics of American society in terms of race, ethnicity, gender, and class differences.

4) An ability to carry out an intellectual discourse with diverse peoples for the purpose of evaluating public policy and creating a shared future vision of American society.

5) The development of problem solving and analytical skills about diversity, while acquiring an understanding of the diversity of American culture and other cultures across the globe.

6) Knowledge of the origins and systemic nature of prejudice, discrimination and oppression that has been directed toward people of diverse backgrounds and orientations.

7) A capacity to visualize and imagine public situations or issues involving diversity from multiple perspectives. The development of capacity to construct action plans for dealing with issues of diversity in the workplace, organizations, and the community.

8) An understanding of the current experiences and issues in the United States of different racial groups (including discrimination in all forms, life experiences of racial groups and white privilege).