

Six-Credit Diversity Graduation Requirement

**As modified by the
Curricular Affairs Committee of the Faculty Senate
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Introduction

UVM does not have a University-wide undergraduate curricular requirement in diversity, and in this regard the University is out of step with national trends. Recognizing the need for a University-wide diversity requirement, and acting on the advice of the President's Commission on Racial Diversity, Provost Bramley formed the Diversity Curriculum Committee. On February 21, 2005 the Provost charged the Committee to develop a proposal for a six credit Diversity education requirement by the end of the Spring 2005 semester.

The Committee met weekly during the remainder of the semester, and through extensive discussions and email communications developed a proposed diversity requirement for all undergraduate students and a Request for Proposals (RFP) for human diversity courses at UVM. Finally, the Committee developed recommendations for the administration and implementation of the diversity curriculum. Key tenets that guided the development of the diversity requirement:

- To address the eight diversity competencies identified by the President's Commission on Racial Diversity
- To the extent possible to have diversity coursework fulfill existing core requirements in the Schools and Colleges in order to avoid increasing the total credits necessary for graduation.
- To have mechanisms by which all or part of the diversity competencies can be met through experiential and/or non-course experiences.
- To be sure that adequate diversity offerings will be in place by the time the proposed Diversity requirement goes into effect.

Proposed Diversity Requirement

All UVM undergraduate students must satisfy the following two requirements prior to graduation:

- 1) One 3-credit course approved in **Diversity Category 1 (*Race & Racism in the U.S.*)**, to be taken as early as possible after matriculation to UVM (preferably no later than the sophomore year); and
- 2) A second 3-credit course approved in either Diversity Category 1 (*Race & Racism in the U.S.*) or **Diversity Category 2 (*Human and Societal Diversity*)**.

Recommendations for Administration and Implementation

- 1) In cooperation with the Faculty Senate, the Provost should create the Diversity Curriculum Review Committee (DCRC), responsible for the Diversity Requirement, to develop, maintain and monitor the portfolio of academic courses and experiences in the Diversity Curriculum.

- 2) As one of its first actions, the DCRC will produce a request for proposals for new and existing courses with a primary focus on the diversity competencies to be considered for certification as Diversity Courses.
- 3) Conditions and procedures for substitution of, or alternative to, the requirement are described below. Courses used to satisfy diversity requirements may be used to satisfy other degree requirements where appropriate (e.g., humanities, social science, writing, Honors seminar, courses in the major or minor, etc).
- 4) It should be noted that, unless at least some Honor's seminars or writing courses are certified as Diversity courses and regularly offered, the 6-credit Diversity requirement may add to the total credits necessary for graduation for Honors College students in some majors.
- 5) Degree programs may solicit the DCRC for permission to substitute a *series* of courses to satisfy the category 2 requirement.
- 6) Any college or school may vote to require its students to take one course from category 1 and one course (or alternative) from category 2.
- 7) The three-credit diversity requirement will be added to the catalogue in spring 2007, so the class starting in fall 2007 -- the *class of 2011* -- will be the *first to graduate* under the university-wide transitional three-credit diversity requirement. **The transitional requirement will remain in place until the DCRC acts to change the catalogue to the six-credit requirement.**

Proposed Transitional Diversity Requirement

Until enough Diversity courses have been certified and faculty and other resources are in place to offer a sufficient number of these courses each year, the following transitional requirement will apply.

All UVM undergraduate students will be required to take 3 credits of Diversity courses from either Category 1 or Category 2.

For **Category 1 (*Race & Racism in the U.S.*)**, courses previously approved under the College of Arts and Sciences general requirements "B"-list as "Race Relations and Ethnic Diversity in the United States" will be temporarily grandfathered in for the first year after the diversity requirement is adopted, but must undergo review to retain certification for subsequent years.

For **Category 2 (*Human and Societal Diversity*)**, courses previously approved under CAS general requirements "A"-list as "Non-European Cultures" will be temporarily grandfathered in as approved under Category 2 for the first year after the diversity requirement is adopted, but must undergo review to retain certification for subsequent years.

Alternative of the Diversity Course Requirement Policy

It is recognized that the diversity competencies can also be acquired through non-course experiences. Consequently, students may petition the Diversity Curriculum Review Committee (DCRC) to have one or both of the diversity course requirements waived if they can demonstrate that they have acquired substantial diversity competencies through other, non-credit, diversity experiences (e.g., obtained through living abroad, Peace Corps, AmeriCorp, internships, volunteer activities, etc.). In order to petition for an alternative to a diversity course requirement, the student must first submit a proposal to the DCRC outlining

- (a) a description of the proposed non-credit diversity experience (regardless of whether or not the diversity experience has already been completed),
- (b) which of the eight diversity competencies are addressed by the proposed experience and in what ways, and
- (c) how the student will demonstrate progress towards attainment of the diversity competencies after completion of the diversity experience (e.g., through a significant paper, presentation, or other relevant tangible product).

For students whose proposal is accepted, the DCRC will, upon completion of the proposed work, evaluate the demonstration of progress and make a determination as to whether or not an alternative of the diversity course requirement is warranted, based on whether the student has satisfactorily completed the work as proposed. Decisions regarding petitions for alternatives to diversity course requirements are final, and students denied the alternative will not be given the opportunity to revise their demonstrations of progress for reconsideration. Students should be aware that petitions for alternatives to the diversity requirement will not be granted lightly, and that the burden is on the student to sufficiently demonstrate that such an alternative is warranted.

Background

Cognizant of the role we can play in educating our students for participation in a multicultural world, the President's Commission on Racial Diversity has identified the following *eight diversity competencies* as goals for all undergraduate students at the University of Vermont.

- 1) A multidisciplinary appreciation of diverse cultures, 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.)

The UVM Diversity Curriculum Committee, chaired by the Vice Provost for Multi-Cultural Affairs and comprising the Chair of the Senate Curricular Affairs Committee and representatives from each of individual Colleges and Schools, subscribes to these diversity competencies and the principles on which they are based, and holds that the faculty are obliged to help UVM students acquire the competencies and to promote diversity in our academic community through both curricular and co-curricular efforts. The Diversity Curriculum Committee therefore recommends:

- the establishment of a new general diversity requirement for all UVM undergraduate students,
- the development of additional UVM courses that can be applied towards satisfying the diversity requirement, and
- the establishment of a Diversity Curriculum Review Committee to evaluate and certify as Diversity Courses both new and existing courses that address the diversity competencies in a satisfactory manner.

New Diversity Course Proposals and Existing Course Certification

Proposals are solicited for especially designated three credit courses that address the diversity competencies. The desired outcome of these courses is students whose understanding of and sensitivity to issues of diversity make them better citizens of the University and the world.

Proposals for new and existing courses with a primary focus on the diversity competencies will be solicited for certification as Diversity Courses. Although new courses are to be primarily at the introductory level and open to all majors, courses with prerequisites and/or courses with enrollments restricted by major or minor will also be considered for certification under either of the Diversity categories defined below. Proposals are encouraged for new or existing service learning courses and/or Honors seminars that address the diversity competencies. It is expected that approved Diversity courses will be offered on an ongoing basis and in a manner consistent with that approved for addressing the diversity competencies, although applicants need not commit to teaching a course indefinitely. Applicants must hold a UVM faculty appointment or qualify for appointment as adjunct faculty. Additional resources, such as release dollars, salary, or operating expenses, may be requested as necessary to support proposed courses.

Academically rigorous courses with dynamic pedagogies that stimulate new ideas, ways of thinking, and forms of understanding are encouraged. Possible approaches include but are not limited to: writing; presentations; dialogue; structured discussion on opposing views; case studies; problem solving exercises; and other mechanisms by which students will gain knowledge as well as confront their own values and biases. It is hoped that at least some proposals will include an emphasis on written communication sufficient to meet existing core writing requirements in the various degree programs.

Proposed courses should reflect the overall spirit of the diversity competencies, although it is not expected that all eight diversity competencies can be adequately addressed in a single course. Proposals for courses in one of two categories are sought, as follows:

Category 1: Race and Racism in the U.S. Courses in this category must promote

- an understanding of race and racism in the U.S.;
- an understanding of the meaning of power and privilege;

- an understanding of the importance of diversity and multiculturalism in American society;
- a self-reflection regarding one's own personal 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 appreciation for at least one of the many facets of human and/or societal diversity including, but not limited to,

- other (non-U.S.) cultures, past or present;
- diversity in the workplace, organizations, 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 geographical borders any place on the globe;
- diversity of backgrounds and/or orientations related to: race, ethnicity, religion, class/ socio-economic status, language, sex, gender identity or expression, sexual orientation, age, disability, etc.

Application Procedure for Certification

Proposals should clearly identify which of the diversity categories they are in, which of the diversity competencies are addressed, how progress towards attainment of the diversity competencies will be evaluated, and what pedagogical approaches will be employed. If additional resources are sought, a justification of the proposed budget is required. Applicants interested in feedback are encouraged to contact the Diversity Curriculum Review Committee prior to proposal submission.

Assumptions

- The portfolio of academic courses and experiences will be provided by faculty from the various academic units and will be designated and certified as “Diversity” courses.
- The Diversity Curriculum must be nurtured and monitored by a responsible body of faculty, here designated as the “Diversity Curriculum Review Committee” (DCRC).
- Faculty service on the DCRC will need to be considered in workload assignments and appropriate release from other duties. The parameters of “release” should be standardized and applied across all units.

Diversity Curriculum Review Committee (DCRC) Recommendations

- A. The role of the DCRC is to develop, maintain and monitor the portfolio of academic courses and experiences in the Diversity Curriculum and to make recommendations for potential changes to the Diversity requirements.
- B. The composition of the DCRC should be one faculty member from each of the academic units with baccalaureate degree programs. Committee members should have interest or experience in developing, teaching, or researching diversity curricula.
- C. Functions of the DCRC
 - 1) Develop and oversee a phased-in implementation plan for the diversity requirement.
 - 2) Develop and oversee a mechanism for assessing outcomes of the diversity requirement (e.g., work with CTL to develop an exit survey for graduating seniors)

- 3) Propose suggested changes to the Diversity requirement, as necessary, to the Senate.
- 4) Solicit proposals for courses that qualify for designation as a “Diversity Course” under categories 1 or 2.
- 5) Review and approve proposed diversity courses.
- 6) Develop and implement a policy for periodic review of approved diversity courses, stipulating revisions as necessary.
- 7) Develop and implement a policy for review and approval of substitutions and alternatives of the diversity requirement on a case-by-case basis.

Budgetary Considerations

In relation to the proposed Diversity requirement, these budgetary items are anticipated:

- Salary for new faculty lines for faculty with the desire and ability to teach Diversity courses.
- Teaching incentive grants (with allowable summer salary) or other incentives to encourage faculty to develop Diversity courses.
- Release dollars for faculty teaching Diversity courses in lieu of their normal course assignments.
- Release dollars, and possibly summer salary, for faculty serving on the DCRC.
- Operational funds required for support of Diversity courses.
- Faculty development workshops (perhaps offered through CTL) to help faculty learn to prepare and develop Diversity courses.
- Funds for staff support for the Diversity requirement.
- Support for academic units that expand their offerings of certified Diversity courses.

Grandfathered Transitional Diversity Courses

The following courses have been grandfathered for category 1:

All ALANA U.S. Ethnic Studies courses, and

ANTH 064	ANTH 160	ANTH 169	ANTH 187	CMSI 160	EC 153	ENGS 057	ENGS 111
ENGS 159	ENGS 160	ENGS 176	ENGS 177	GEOG 060	HST 068	HST 168	HST 169
HST 187	HST 188	HST 189	MU 005	MU 105	POLS 029	POLS 129	PSYC 269
REL 080	REL 128	SOC 019	SOC 031	SOC 118	SOC 119	SOC 219	WLIT 016
WLIT 116	EDFS 322						

The following courses have been grandfathered for category 2:

ANTH 021	ANTH 023	ANTH 024	ANTH 028	ANTH 064	ANTH 160	ANTH 161	ANTH 162
ANTH 163	ANTH 165	ANTH 166	ANTH 167	ANTH 172	ANTH 179	ANTH 180	ART 008
ART 146	ART 185	ART 187	ART 188	ART 192	ART 285	CLAS 145	ENGS 061
ENGS 179	ENGS 182	FREN 289	GEOG 001	GEOG 051	GEOG 056	GEOG 151	GEOG 154
GEOG 173	HST 009	HST 010	HST 040	HST 041	HST 045	HST 046	HST 050
HST 051	HST 062	HST 063	HST 140	HST 141	HST 149	HST 150	HST 151
HST 152	HST 161	HST 163	HST 164	HST 240	HST 241	HST 250	HST 252
MU 007	MU 107	PHIL 003	PHIL 121	PHIL 122	PHIL 221	POLS 157	POLS 168
POLS 170	POLS 174	POLS 175	POLS 177	POLS 179	REL 020	REL 021	REL 130
REL 131	REL 132	REL 134	REL 141	REL 145	REL 230	SOC 171	SOC 213
SOC 272	WLIT 145	CDAE 002					