



FACULTY SENATE

Executive Council

September 9, 2019 4:00 – 5:30 pm
Waterman 427A

Minutes

Present: Professors Allen, Almstead, Beckage, Borchert, Burns, Chittenden, Eyler, Giangreco, Harrington, Paris, Ross, Toolin

Absent: Professor Cushman, Prue, Read

The meeting was called to order at 4:01 p.m. in Waterman 427A

1. **Approval of May 16, 2019 Minutes.**

Motion: Evan Eyler moved to approve the minutes as written.

Vote: 8 Approve, 0 Oppose, 2 Abstain

2. **Degree Corrections.** Laurie Eddy presented degree corrections from the College of Arts and Sciences and the College of Agriculture and Life Sciences for consideration.

Motion: Laura Almstead moved to approve the degree corrections as presented.

Vote: 10 Approve, 0 Oppose, 0 Abstain

3. **Chair's Remarks** –Thomas Chittenden provided a draft of his remarks for the September Faculty Senate meeting (attached to these minutes). The following items are included in the draft document, and were discussed at this meeting:

- a. Year Ahead – Thomas has asked Executive Council members to sit at the front of the room for Senate meetings to increase recognition of their leadership role, and free-up more chairs for senators.
- b. Parliamentarian and Ombudsman – Bill Mierse & Evan Eyler for Parliamentarian. David Neiweim as ombudsman.
- c. Distribution Lists and Faculty Senate Webform –Faculty Senate Committee email lists have been added to the Microsoft Outlook Global Address Lists. Search “Facsen” to see the distribution lists of Senate standing committees. The list members will be maintained by the Faculty Senate office and open for public use. The list for Faculty Senators will be restricted to use by the Faculty Senate office. The Faculty Senate website now includes a “Faculty Senate Suggestion Box”. This webform is designed to collect suggestions, concerns and questions.
- d. Several items expected to be taken up by senate standing committees, and/or the full senate this year include: Academic Freedom (RSCA), General Education (General Education Alignment Task Force), Student Athlete Missed Coursework Policies (SAC)

- e. Retirement Oversight Committee and the University Benefits Advisory Committee
- f. Disbanding of the IBB Steering Committee, and the forming of a new IBB advisory committee. Thomas shared concerns expressed by the faculty with President Garimella and Provost Prelock about the need for better communication and the importance of faculty representation. President Garimella sees IBB as overly complex and more energy should be spent on advancing the academic mission and land grant mission of the university. Julie Roberts, President of the UA, is drafting a grievance on the topic of faculty representation in the IBB committee. Thomas has pressed the President and Provost for Faculty Senate representation on the IBB Advisory Committee, specifically the Senate President, or Chair of the FPPC, Don Ross. President Garimella's perspective is that the Deans are faculty hired to manage budgets. The shared governance model is valued by the President and Provost, and they stated that the FPPC will be consulted prior to decisions being made. Don Ross reported that Richard Cate spoke at the September FPPC meeting, and he confirmed that the new President specifically wanted the Faculty Senate FPPC to be involved in making decisions, not just reacting to decisions after they have been made.
- g. Faculty orientation and reception will be held on Monday, September 16th. Chairs of the senate standing committees are requested to attend to provide a short overview of the work of their committee.
- h. Chris Burns is on the September Senate agenda to provide an update on the work of the Residential Learning Communities ad hoc committee.

4. **Curricular Affairs Consent Agenda.** Laura Almstead presented one item for the CAC consent agenda. A report on the revised Guidelines for Academic Department and Program Name Changes is attached to these minutes.

Motion: Evan Eyler moved to place the CAC consent agenda on the September Senate agenda

Vote: 11 approve, 0 oppose, 0 abstain

5. **Nancy Matthews 5-year review committee Executive Council Appointments (vote)**

In keeping with the University Policy, as laid out in Section 301.4 of the University Manual, the Faculty Senate Executive Council will appoint three faculty members to serve on the committee charged with the five-year summative performance review of a Dean. Nancy Mathews, Dean Rubenstein School of Environment and Natural Resources, has reached her fifth year of service and a review process has been initiated. The following nominations were received for the Dean Matthews Five-Year Review Committee:

- Associate Professor, Leon Walls (Department of Education) - Nominated by Michael Giangreco.
- Professor Jessica Strolin-Goltzman (CESS/Education) – Nominated by Michael Giangreco.
- Research Professor Don Ross (Plant & Soil Science) – Nominated by Thomas Chittenden

Professor Lisa Aultman-Hall (Civil & Env Engineering) was nominated by Cathy Paris, but has declined the nomination.

Motion: Cathy Paris moved to appoint the following people to the Nancy Matthews Five-Year Comprehensive Review Committee: Leon Walls, Jessica Strolin-Goltzman, and Don Ross.

Vote: 10 approve, 0 oppose, 0 abstain

6. D1/D2 Competency Revision proposal from the Diversity Curriculum Review Committee (DCRC)

A proposal was received from the DCRC to simplify the General Education Diversity Competencies by reducing the competencies from 14 to 4. The proposal is attached to these minutes. Pablo Bose, Chair of the DCRC, would like to present the proposal to the Faculty Senate at the September meeting. Discussion included concerns that the proposal was not ready for Senate approval. Thomas Chittenden will take the concerns of the Executive Council back to Pablo for consideration.

7. Agenda for P&P Meeting of Tuesday, September 10, 4:15 – 5:00 p.m.

- Introductions and intent of these 'P&P' meetings.
- Faculty Senate Standing Committees. Overview of the Charge, recent efforts, agenda items this coming year.
- IBB Advisory Committee general comments.

8. Draft Agenda for Faculty Senate Meeting of September 23

- FS President's Welcome Remarks – 2 min
- Minutes of the May 16 Senate meeting – 5 min*
- UVM President's Remarks – 20 min
- Conferral of Degrees – 5 min*
- Resolution in Memoriam for Bill Murphy presented by Sid Bosworth – 5 min*
- CAC Consent Agenda – 5 min*
- Chris Burns RLC Ad Hoc Committee Update – 10 min
- Pablo Bose – D1 & D2 Competency Revision – 10 min*
- Faculty Senate President Year Ahead Remarks – 20 min
- New Business – 5 min

**Item to be voted on.*

9. New Business

Evan Eyler moved to adjourn the meeting at 5:33 p.m. The motion carried.



The University of Vermont

August 26th, 2019

Faculty Senate President Chittenden, the following candidates from the College of Arts & Sciences have completed all requirements for their degree.

I move that the Senate recommend these candidates to the Board of Trustees for the awarding of the appropriate degrees and consider them as May 2019 graduates. After review of their records, they have completed all necessary graduation requirements. The rationale has been included below for each student.

The College of Arts Sciences strongly sponsors this request.

Bachelor of Arts

Nicholas Anton Graham

Barrington, RI

Nicholas was originally put forward as a Bachelor of Science degree seeking student, but a Bachelor of Arts was the final degree earned. He should be removed from the Bachelor of Science list and added to the Bachelor of Arts.

Bachelor of Science

Karl W. Kaiser

Waitsfield, VT

Karl was in the Accelerated Master's Program for Computer Science and there was confusion by our office as to when he was finishing his undergraduate degree. He should have been put forward to receive his degree at the close of the spring 2019 semester.



The University of Vermont

August 16th, 2019

To whom it may concern,

The College of Agriculture and Life Sciences wishes to add the following student to the May 2018 list of graduates.

I move that the Faculty Senate recommend this candidate to the Board of Trustees for the awarding of the appropriate degree and consider them a May 2018 graduate.

After review of their record, they have completed all necessary degree requirements. The rationale has been included below for this student.

The College of Agriculture and Life Sciences strongly sponsors this request.

Student:

Meredith Moore Public Communications Baltimore, MD

The student walked in May 2017 and finished their requirements in Spring 2018, making them eligible to earn a Bachelor of Science in May 2018.

Sincerely,

Jean Harvey
Interim Dean of College of Agriculture and Life Sciences

Opening Remarks – Thomas Chittenden Faculty Senate President

Planned for September 23rd, 2019 – first Faculty Senate meeting of the two-year elected term.

I'd like to start by recognizing the past faculty senate presidents still on campus. Over the last year, I have reached out to Cathy Paris, Michael Gurdon, Julie Roberts and Lisa Altman-Hall to calibrate my approach to this role and I will continue to do so in the coming year (as long as they keep taking my calls).

I am very glad to announce that Bill Mierse has agreed to continue as the Senate Parliamentarian and Evan Eyler has agreed to step in on occasion as needed if Dr. Mierse is not in attendance. I am also very glad to report that David Neiweem has agreed to continue serving as our ombudsperson. Thank you David, Bill and Evan for giving time to these important tasks.

You will also notice that Faculty Senate Executive council members are sitting here at the front of the room. This is for two reasons: one, it is important that the chairs of our standing committees and elected senator Members-at-Large to the Executive Council be recognized for their important role in steering our senate efforts. It is the executive council that approves our full senate agendas and I welcome their shared leadership on all of our efforts this coming year. Secondly, I've noticed that seats in this room often fill up pushing many senators onto the heaters and tables at the back of the room. I thought asking them to come to the front of the room would help free up another 10 seats for all of you.

This year we will be trying different seating configurations for our meetings in memorial lounge and after some budgetary negotiations with reprioritizations I'm glad to say that our full senate meetings will once again offer refreshments. A 2019 study¹ from the University of North Carolina at Chapel Hill published in the American Psychological Association found that "hunger has the potential to adversely impact affective judgments and experiences" so to keep everybody in good spirits on Monday afternoons this year, we'll have some snacks out for us to enjoy.

Leadership changes offer opportunities for reflection, adjustments and affirmations. As I've prepared over the last year to assume this new role as the 23rd Faculty Senate President of the University of Vermont, I'd like to offer my thoughts on how I intend to approach this new role.

The role of the faculty senate, as defined in our constitution, is to "share responsibility for the effective management of the academic affairs of the University" with the administration while guarding and invoking our "authority in matters related to the academic mission of the University"². The Senate has the authority and responsibility to maintain the integrity, rigor and quality of all curricular activities of our students. If it is graded on their official student transcripts stewarded by our Registrar, we have clear authority on the matter. That is authority granted to us by the board of trustees who we report to. The Board of Trustees has also empowered us to advise the administration on university policies outside of the classroom. Financial, housing, staffing, reputational, admissions policies all are interconnected with what happens in our classroom so our cherished model of shared governance is designed to foster collaborative approaches across our organizational units. We take this role very seriously.

Our Board of Trustees approved constitution and bylaws defines responsibilities for Senate officers. One responsibility of the Faculty Senate President is to "preside at meetings of the Faculty Senate." I intend to emulate my exemplary predecessor Cathy Paris as I am very grateful and appreciative of the steadfast leadership she has offered this body during her two terms. Additionally, I look forward to integrating the recommendations from the ad-hoc committee on senate processes with the executive council to organize our meetings in a meaningful way limiting 'report out' presentations not requiring action by this body while dedicating more floor time for discussion on pressing matters of interest.

¹ <https://www.apa.org/pubs/journals/releases/emo-emo0000422.pdf>. Feeling Hangry? When Hunger Is Conceptualized as Emotion. Jennifer K. MacCormack and Kristen A. Lindquist; University of North Carolina at Chapel Hill

² https://www.uvm.edu/faculty_senate/faculty_senate_constitution_and_bylaws

Another responsibility of this role defined in our constitution is to “serve as the Faculty's spokesperson and consultant with the administration, the Staff Council, the student body, the Board of Trustees, and the extra-university community on matters within the jurisdiction of the Senate”. In this role, I will always be careful to make clear when I am speaking for the Senate as this defined ‘spokesperson’ of the faculty and when I am speaking for myself. To that end and to help me advance the interests and voice of this body, I will often ask that we ratify our intentions and opinions in formal resolution. A mentor of mine reminded me that people only listen to those who demand to be heard. When this body speaks through formal resolution, I will make sure we are heard. And more importantly, that the annals of time hear our voice so that we speak clearly to the future generations of UVM faculty and students at this great institution.

To that end, I’d like to review our adopted rules for resolutions of this body. There are 70 elected Senators and 6 Chairs of Standing Committees with voting rights in our body. The Vice President and I do not have a vote in the full senate except for the case of a tie. Important to note is that our by laws do not require a majority of the number of voting seats on this body (39) to pass a resolution, rather our by laws require a majority of the total votes cast (for warned items if Quorum for the meeting was met). For unwarned items, two thirds of votes cast must be in the affirmative.

Looking at the year ahead, I expect action on several items. First, great deal of attention will be spent on General Education requirements at UVM. I am excited about that conversation as it gives us the chance to think aspiration-ally about what a UVM degree should mean regardless of which college students graduate from. I’m hopeful this conversation brings us together as we define what learning outcome commonalities we share across our functional units. Second, over the summer the topic of our University statement on Academic Freedom from our manual has been raised with an interest in modernizing the language to include current communication platforms and to address the topic of compelled or coerced speech. The Research Scholarship and Creative Arts standing committee has thankfully agreed to dive into this topic and I look forward to these discussions. Third, I anticipate additional conversations about the Retirement Oversight Committee effort to calibrate our 403 B plan for improved benefit performance to all UVM employees. Fourth, the chair of the Athletic Advisory committee has asked our Student Affairs committee to consider some revised policy language for our student athletes. These are a few of the topics on the agenda for the coming year and please expect regular updates on these discussions and many more.

People have asked me what my agenda is for this role and I initially said simply to be a ‘steady hand at the tiller’. After collecting more perspective, I’ve been encouraged to articulate more clearly things that I’d like to explore while in this role. Below are some of those topics but I would not go so far as to say these are on my agenda. Just opportunities I want to understand better in my conversations across campus.

Course Registration process and a systematized electronic wait-list. I believe we could improve how we manage the course registration process through the use of electronic wait listing for improved fairness and dynamic resource utilization. There are ways students could register for classes that would offer greater insight into our ever-evolving student body while fairly recording unrealized enrollment interest in a systematic manner with more fairness in managing student waitlists. Our very talented registrar has told me about these possibilities and I hear peer institutions have successfully implemented this over the last ten years. In this discussion, I hope to explore the policy and practical implications of an electronic registration course wait listing system for UVM.

Modernizing our Academic Calendar. Part of our responsibilities (outlined in our constitution and by-laws) is to approve the Academic Calendar for the University. The academic calendar with two dominant semesters (fall and spring) was defined in a time well before the modern era driven by transportation limitations, the then dominant agricultural season and other then unmitigable weather conditions. I am interested in exploring ways that UVM could create scheduling ergonomics to allow programs wanting to try innovative course delivery methods using trimesters or quadesters. Things like this are already happening at UVM and we should do more to facilitate our institutional structures to be adaptable to the modern economy of the information age without viewing our calendar dogmatically.

Increased Collaboration with the Vermont State Colleges. I see a variety of efforts that could be mutually beneficial to UVM and VSC that could open the door for more state funding, economies of scale for back office services and more clearly articulated educational pathways for the brightest VSC students to find their way to our flagship institution. This

is a common model in neighboring states and I'd like to see what we could learn from others on how to create more educational opportunities for students in state funded higher education institutions.

Those are topics currently on my mind that I intend discuss with campus constituents. These ideas seem to be worth additional attention by our university so I look forward to using some of my time in this role to explore how feasible (or not) they might be for UVM.

I've spent the last eight years on the Student Affairs Committee and have come to appreciate the importance of shared governance and structured conversation. I've learned that the discussion is as important as the action and that communication is as important as clarity. I've also come to find that change at UVM happens gradually and the faster initiatives are advanced the more friction is created. The proverb "If you want to go fast, go alone. If you want to go far, go together" describes my planned approach succinctly.

The remainder of my time is to open the floor to all of you. I welcome suggestions, comments, questions or guidance on the year ahead and leave this time for all of you to be heard. Please also know that we now have a webform on the Faculty Senate page for Questions, Comments or Suggestions. This will allow your offered remarks to be stored in a shared repository and not 'locked in my inbox'. Needless to say, I welcome you all to contact me throughout the year and I am always happy to get a cup of coffee so please just reach out if you want to connect.

With that, I open the floor to you all.

Guidelines for Academic Department and Program Name Changes

Name changes for departments and programs must undergo the appropriate unit-level review and approval steps; graduate program name changes must also be approved by the Graduate College Dean. Following unit-level approval, the Dean's office should send the proposal to the Associate Provost for Academic Affairs who will review and forward it to the Faculty Senate Office. Name changes are then reviewed and voted on by the Senate Curricular Affairs Committee (CAC), and must subsequently be approved by the Faculty Senate and President's Office. Details related to proposal requirements, specific steps of the approval process, and subsequent steps to be taken by the initiating department/program are described below. **Important dates are highlighted in red.**

Proposal Requirements

All proposals must include 1) a clear description of all requested change(s), and 2) justification/rationale for the proposed change(s). Before preparing a proposal, consult with the Registrar's Office to ensure that the proposed name/prefix has not been used in the past. Changes could include:

- Name of Department or Program
- Name of Major/Minor/Graduate Program
- Name of Tagged Undergraduate/Graduate Degree
- Name of Certificate (Post-Baccalaureate, CE Academic, Undergraduate)
- Subject Prefix

All changes must be specifically requested; for example, changing a departmental name does not automatically change the subject prefix, major, or graduate degree name. If the requested name is similar to an existing department/program, memos/emails of support should be obtained from the department/program. In addition, proposals for department name changes that will result in multiple departments and subject prefix changes should include the information indicated below.

Department Name Changes (if the change involves two or more departments):

- a list of faculty who should be assigned to each department
- a list of courses that should be assigned to each department

Subject Prefix Changes:

A spreadsheet must be created to map each course under the old prefix to the new prefix. Courses can retain their number under the new prefix, receive a new number in addition to the new prefix, or be deleted. (See sample spreadsheet below.) Once the change(s) is/are approved, Course Action Forms (CAFs) must be submitted via CourseLeaf to delete all courses with the previous prefix; separate CAFs must be submitted to establish courses with the new prefix (see Subsequent Steps section below).

Course Title	Existing Prefix and Number	New Prefix and Number	Delete (no part in new curriculum)
History of the Babylonian Empire	AAA 001	BBB 001	
History of the Roman Empire	AAA 002	BBB 002	
History of the Byzantine Empire	AAA 003		X
History of the Ottoman Empire	AAA 004	BBB 050	
History of the British Empire (new course)		BBB 123	

Approval Process

- 1) Obtain departmental- and college-level approval of the proposed name change(s), including the Graduate College for graduate programs.
- 2) Submit to the Associate Provost for Academic Affairs who will review and transmit it to the Faculty Senate office.
- 3) Proposals will be circulated for public comment a minimum of 30 days prior to being discussed and voted on by the CAC. Following CAC approval, the proposed name changes(s) will be voted on by the Faculty Senate. **Name changes**

must be approved by the Faculty Senate by its last meeting of the fall semester (usually early December) to be effective the next academic year.

- 4) The Faculty Senate Office will send a transmittal form to the President's Office. Once the President and Provost have signed the transmittal, the President's Office will notify the Registrar. Per the appropriate timeline, the Registrar will enter the new name in Banner and, as appropriate, the new subject prefix in CourseLeaf. Name changes go into effect based on when they are approved. If approved by the last Faculty Senate meeting of the fall semester (typically in December), the change will appear in the Catalogue for the next academic year. Changes approved after December will appear in the Catalogue following the next academic year.

Subsequent Steps to Be Taken by the Initiating Department/Program

For subject prefix changes, the department/program must **submit all necessary Course Action Forms (CAFs) to the Provost's Office before February 15**. For department/program name changes, **name(s) should be updated in the Catalogue following approval by March 30**. When change(s) is/are effective, the department/program should also update the name(s) on their website.

Course Action Forms (must be submitted to the Provost's Office before February 15)

- CAFs to delete and create a course with the new prefix must be submitted in pairs; a new prefix cannot be assigned until the old course entry is removed.
- The CAFs should be submitted in the same time frame (i.e. not spread out over many weeks).
- The spreadsheet submitted with the proposal (see Proposal Requirements section above) should be attached to at least one of the CAFs.
- Courses in other departments that include courses with the old prefix in their pre- or co-requisites or cross-listings must be updated via CAFs in CourseLeaf. The department initiating the prefix change should initiate these CAFs.
- Course changes that are limited to re-numbering or prefix changes will not be submitted for the public review period of the Course Action Process.
- Confirm that the correct course list (driven by subject prefix) will display in the next version of the Catalogue.

Catalogue Name Updates (must be completed by March 30)

Catalogue editors must ensure that the names are updated in multiple locations within the Catalogue, including:

- Department/Program Name Changes:
 - on left-hand navigation bar for the college/school
 - on the department/program page itself
- Major, Minor, and/or Certificate Name Changes:
 - on the University list of majors/minors/certificates
 - on the college list of majors/minors/certificates
 - on the department list of majors/minors/certificates (major and minor tab)
 - on the major/minor/certificates page itself
- Tagged Degree Name Changes:
 - on the department/program page (major tab)

Student Notifications

For degree, major, program, minor, certificate, and concentration name changes, students enrolled at the time of the change are permitted to graduate under the old or new name. The department/program may choose to contact students currently enrolled in the program, making them aware of the new name and inviting them to ask to be changed to the new name if the student wishes. The previous name will not be available for students entering the program once the name change is effective.

PeopleSoft Changes (must be completed by March 30)

Faculty home departments need to be changed following the appropriate PeopleSoft process.

Proposal to simplify the Diversity Competencies

Action:

The Diversity Curriculum Review Committee seeks through this action to revise, simplify and strengthen the competencies achieved through the completion of the six-credit diversity requirement at UVM. Currently courses with the D1 (Race and Racism in the US) and D2 (Diversity of Human Experience) designations must meet a selection from among 14 competencies in 4 broad categories. We seek to reduce these 14 competencies to 4 more clearly articulated and simplified ones, in order to make the expected outcomes of diversity courses clearer to students and faculty, and to make assessing these outcomes more straightforward.

Context:

UVM's diversity requirement is intended to provide undergraduate students with the awareness, knowledge, and skills necessary to function productively in a complex global society, by fostering an understanding of and respect for differences among individuals and groups of people.

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

- One 3-credit course from Diversity Category One (D1) (Race and Racism in the U.S.), to be taken as early as possible after matriculation to UVM - preferably no later than the sophomore year); and
- A second 3-credit course from either Diversity Category One (D1) or Diversity Category Two (D2)(the Diversity of Human Experience).

As of Fall 2019, UVM currently has 66 x D1 and 192 x D2 courses on its permanent roster. These courses will begin the process of a 5-year regular review during 2019-2020. All other general education requirements at UVM have four competencies that help to shape curricula and assessment of outcomes. Only the diversity requirement has as many as 14.

Rationale and Justification for Action:

UVM's diversity requirement is the oldest of its general education requirements, initially approved in 2006. The roster of courses that fulfill this requirement is significant and distributed across almost all colleges, departments and programs. The DCRC has spent much of the past three years reviewing and revising the active courses within this roster from 541 courses in 2017-2018 to 285 in 2019-2020 and putting together a review schedule for all current and proposed courses.

The DCRC also recognizes that having so many competencies and apparent outcomes for the diversity courses has led to considerable confusion and misunderstanding regarding what is intended by having students take the D1 and D2 courses. This confusion is present not only for students but for faculty and staff as well. Central to undertaking our review of existing courses and to making the objectives of the diversity requirement clearer to all stakeholders therefore was to clarify the required competencies. Accordingly, an important task undertaken during 2018-2019 by the DCRC as well as by the inaugural cohort of the University Diversity Fellows Program was a revision of the competencies, from 14 down to 4 to remove repetition and confusion and to make them work better with our broader general education requirements.

These revisions were done in tandem and through an iterative process between these two bodies and with input from other relevant groups on campus and are thus submitted for approval by Senate. Below please see the existing and proposed new competencies for the D1 and D2 courses.

Existing Diversity Requirement at UVM

CATEGORY 1 (D1) RACE AND RACISM IN THE UNITED STATES

Courses in this category have as a primary focus race and racism in the United States as it pertains to ALANA populations. A D1 course must promote an understanding of:

- Race and racism in the U.S.;
- The meaning of power and privilege;
- The importance and impact of diversity and multiculturalism in U.S. society

CATEGORY 2 (D2) THE DIVERSITY OF HUMAN EXPERIENCE

Courses in this category focus on expanding students' cultural awareness. A D2 course is intended to:

- Promote an awareness of and appreciation for the diversity of human experience in all its forms including, but not limited to race, ethnicity, religion, socio-economic status, language, sex, gender identity, sexual orientation, age, and disability; and/or
- Foster an understanding of global and international issues including the flow of people, cultures, diseases, and capital or other resources within or across political and geographical boundaries.

Diversity Requirement Competencies and Intended Outcomes

	Competencies	Intended Outcome
At least one competency from the first two categories (Awareness and Knowledge) must be addressed by the course. Indicate which competencies are being met, and how.		
Awareness	Develop an awareness of the diversity of individuals, cultures, and communities within the U.S and globally.	Develop an awareness of diversity
	Develop an awareness of one's identities, attitudes, beliefs, values, and assumptions.	Develop an awareness of identity and be able to engage with people of different and similar identities
	Develop an awareness of how one's identities, attitudes, beliefs, values, and assumptions influence how one interacts with or views those who are similar to or different from oneself.	
	Develop an awareness of the influence and impact of diversity-related concepts such as intersectionality (i.e., the intersection of multiple dimensions on diverse cultural identities), power and privilege, and so forth at the individual, group, and systems levels.	Develop an awareness of diversity-related concepts
Knowledge	Cultivate knowledge and an understanding of the histories, traditions, values, contemporary issues, experiences, demographics, and practices linked to diverse identities and groups within the U.S. and globally.	Understand history, traditions, and values of diverse groups
	Cultivate an understanding of foundational concepts such as diversity, culture, equity, equality, social justice, power/privilege, etc.	Understand core diversity concepts
	Cultivate an understanding of the origins and systemic nature of prejudice, injustice, discrimination, and oppression directed toward people of diverse backgrounds	Understand systemic nature of injustice
At least one competency from the last two categories (Skills and Integration and Application) must be addressed by the course. Indicate which competencies are being met, and how.		

Skills	Develop critical thinking skills to enable one to analyze information and evaluate arguments from diverse viewpoints and multiple perspectives.	Analyze information and evaluate arguments from diverse viewpoints
	Develop the written and oral communication skills necessary to engage in intellectual discourse about diversity-related topics.	Be able to talk about diversity
	Develop interpersonal skills that support respectful, meaningful, and effective interactions with those from diverse backgrounds, including understanding the intent and impact of one's actions.	Be able to effectively engage with those from diverse backgrounds
Integration and Application	Develop the ability to recognize and name dynamics (e.g., identity-related, cultural, power) at the individual, group, and systems levels that are present when exploring issues related to diversity.	Be able to recognize dynamics at the individual, group, and systems levels
	Engage skills to problem-solve and to develop action plans that address diversity-related issues and situations.	Be able to problem-solve and develop action plans
	Develop the ability to effectively intervene and respond to acts of bias or intolerance, as well as to resolve conflicts that occur across differences.	Be able to intervene and respond to bias incidents
	Develop the ability to effectively facilitate the learning and development of others around diversity.	Be able to teach others about diversity

Proposed Diversity Requirement at UVM

CATEGORY 1 (D1) RACE AND RACISM IN THE UNITED STATES

Courses in this category have as a primary focus race and racism in the United States as it pertains to ALANA populations. A D1 course must promote an understanding of:

- Race and racism in the U.S.;
- The meaning of power and privilege;
- The importance and impact of diversity and multiculturalism in U.S. society

CATEGORY 2 (D2) THE DIVERSITY OF HUMAN EXPERIENCE

Courses in this category focus on expanding students' cultural awareness. A D2 course is intended to:

- Promote an awareness of and appreciation for the diversity of human experience in all its forms including, but not limited to race, ethnicity, religion, socio-economic status, language, sex, gender identity, sexual orientation, age, and disability; and/or
- Foster an understanding of global and international issues including the flow of people, cultures, diseases, and capital or other resources within or across political and geographical boundaries

Diversity Requirement Competencies

D1 courses must focus on race and racism in the US in more than 50% of the course content	
D2 courses must focus on diversity of human experience in more than 50% of the course content	
Courses fulfilling the diversity requirement must address at least 3 of the following 4 competencies	
Category	Competency
Awareness	Develop an awareness of the diversity of individuals, cultures, communities within the U.S and globally, one's own identities, attitudes, beliefs, values, and assumptions including intersectionality across difference.
Knowledge	Cultivate knowledge and an understanding of the histories, traditions, values, contemporary issues, experiences, demographics, and practices linked to diverse identities and groups including an understanding of foundational concepts such as diversity, culture, equity, equality, social justice, power/privilege, especially as they develop an understanding of the origins and systemic nature of prejudice, injustice, discrimination, and oppression directed toward people of diverse backgrounds.
Skills	Develop critical thinking skills to enable one to analyze information and evaluate arguments from diverse viewpoints and multiple perspectives including the written and oral communication skills necessary to engage in respectful, intellectual discourse about diversity and inclusion.

Integration and Application

Develop the ability to recognize and name dynamics (e.g., identity-related, cultural, power) at the individual, group, and systems levels that are present and develop skills to problem-solve and to develop action plans that address diversity-related issues and situations