

# UNM Diversity Curriculum Requirement

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Presented by the Diversity Curriculum Subcommittee

The Division of Equity and Inclusion posits that inclusive excellence requires a healthy and inclusive campus climate and refers to the processes by which the University leverages diversity as its strength to enhance and understanding and connection with diverse communities, ensure the success of all UNM students, and advance the academic enterprise.

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UNM

| *Division for Equity & Inclusion*





# Overview

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- The U.S. & Global Diversity & Inclusion undergraduate requirement promotes an understanding of the culture, history, or current circumstance of those who have experienced historic and/or contemporary inequitable treatment.
- The courses that fulfill this requirement have a primary focus on these diverse, marginalized groups: gender, race, class, ethnicity, sexual orientation, disability, religion, and others.
- There are a variety of course available to fulfill this 3-credit hour requirement, which may also be used towards other degree requirements.



# U.S. & Global Diversity & Inclusion Undergraduate Requirement Criteria

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- For a course to be included on the approved list of courses that fulfill the requirement, please submit the following to [usglobaldiversity@unm.edu](mailto:usglobaldiversity@unm.edu):
  - Course syllabus (that includes an ADA statement)
  - Completed U.S. & Global Diversity & Inclusion Undergraduate criteria checklist

*Required documents may be submitted as word documents or pdfs*



# U.S. & Global Diversity & Inclusion Undergraduate Requirement Criteria Checklist

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- Course must have a primary emphasis (half or more of the course content) on one or more combinations of the following areas:
  - Gender
  - Race
  - Class
  - Ethnicity
  - Sexual orientation
  - Disability religion
  - Other marginalized groups
- Must engage two or more of the key student learning outcomes with support from course syllabus



## Student Learning Outcomes

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- Demonstrate an ability to view issues from multiple perspectives as well as analyze, evaluate, and interpret one's own history and position in contemporary U.S. society as well as in a global context.
- Understand the dynamics of historic and contemporary inequality, oppression, and resistance for the marginalized groups in local and global societies and how those dynamics shape individual and community power and experiences (e.g., sexism, institutional racism, homophobia, etc.)
- Demonstrate critical literacy and ethics pertaining to the dynamics of diversity and inclusion by race, gender, class, sexual orientation, ethnicity, religion and disability in the U.S. and/or global context.
- Communicate an understanding of the ways in which inequitable treatment of groups by race, ethnicity, disability, religion, sexual orientation, and/or gender inequality is socially constructed and politically implemented and maintained.



# Sample Syllabus

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- Sociology 308: Sociology of Gender
- CJ 326: Gender and Communication



# Submission Timeline

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The Diversity Council Curriculum Subcommittee will be continuously reviewing courses for inclusion. If you would like for your course to be included as part of the UNM Diversity Requirement in the 2017-2018 UNM Catalog, please submit course information (course syllabus and criteria checklist) no later than **August 22, 2016.**



## U.S. & Global Diversity & Inclusion Evaluation Questions (Optional)

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1. This course sought to promote a broad-scale understanding of the culture, history or current circumstance of diverse groups of people who have experienced historic and/or contemporary inequitable treatment in the U.S. or global context with a primary emphasis on one or more of the following: gender, race, class, ethnicity, sexuality, (dis)ability, spirituality, language, residency status, and/or other marginalized group. On the following scale, how well did this course address the diversity curriculum criteria described above?
  - Strongly agree
  - Agree
  - Unsure/neutral
  - Disagree
  - Strongly disagree
2. The primary emphasis of the class content was focused on helping me understand social inequalities in any of the following social dimensions (e.g., race, gender, class, age, ethnicity, sexual orientation, disability) in the U.S. and/or the global context.
  - Yes or No
3. Additional comments:



## Question & Answer

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**At this time, we will allow for general and specific questions surrounding the diversity curriculum criteria.**

**How many plan to submit a syllabus or multiple courses for review for the spring 2016?**

**Are there any clarifications needed to help you as you plan your learning outcomes, course curriculum, readings and assignments to fulfill the over half criteria?**