Form C Proposal:
“U.S. & Global Diversity & Inclusion”
3-credit undergraduate degree requirement

Jozi De Leon, Ph.D.
Kiran Katira, Ph.D.
Glenabah Martinez, Ph.D.
Nancy López, Ph.D.
Norma Valenzuela, Ph.D.

PROVOST DIVERSITY COUNCIL

UNM Faculty Senate Curricula Committee
December 7, 2014
INVITATION TO DIALOGUE ...

How is UNM, a public land grant university within a majority minority state, preparing students for life long learning and knowledge about our increasingly broadly diverse democracy in the U.S. and global context?

How important is diversity curriculum for our state, nation and globe?

- benefits of diversity are not automatic
- work in intentional ways
- Diversity is a process – 3 credit requirement is a beginning of a dialogue ...
NEED Clarification from FSCC

• Who will review the syllabi submitted in the future?
  – Undergrad Committee
  – Curricula Committee
  – Faculty Senate Diversity & Inclusion Committee (proposal to Faculty Senate Operations Committee-- standing committee on Diversity & Inclusion in the Fac. Senate)
Transformational Diversity

“Diversity is the multiplicity of people, cultures, and ideas that contribute to the richness and quality of life. Diversity includes: race, ethnicity, social class, national origin, language, exceptionality, religion/spirituality, age, sexual orientation and gender/gender identity.”

“Diversity embodies inclusiveness, mutual respect, and multiple perspectives.”

“We must acknowledge how power – social, economic, political and cultural -- shapes curriculum, instruction, policy and research in education.”

(Source: UNM’s College of Education Five-Year Strategic Plan of 2005)
INCLUSIVE EXCELLENCE

The Division for 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 an understanding and connection with diverse communities, ensure the success of all UNM students, and advance the academic enterprise.

(For more information: diverse.unm.edu).
WHY IS A DIVERSITY REQUIREMENT IMPORTANT?

• Fosters deep learning, critical thinking, engagement, lifelong learning & student success
• Creates proactive healthy learning communities
• Fulfills Accreditation Criteria (e.g., Council for Accreditation of Counseling and Related Educational Programs; Accreditation Board for Engineering & Technology, etc.)
• Benefits ALL students in their careers as: teachers, doctors, lawyers, police officers, artists, scholars, policy makers, future leaders of our state, nation, and globe.
UNM Historic & On-going Race-Gender Gaps in 6-Year Undergraduate Graduation Rates

<table>
<thead>
<tr>
<th>Race, Ethnicity, Immigration Status, Gender</th>
<th>(Entering in 2005, Graduated by 2011)</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>22%</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>Asian</td>
<td>67%</td>
<td>47%</td>
<td>62%</td>
</tr>
<tr>
<td>Black</td>
<td>37%</td>
<td>41%</td>
<td>34%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>43%</td>
<td>38%</td>
<td>44%</td>
</tr>
<tr>
<td>White</td>
<td>57%</td>
<td>45%</td>
<td>53%</td>
</tr>
<tr>
<td>International Students</td>
<td>70%</td>
<td>67%</td>
<td>73%</td>
</tr>
<tr>
<td>Female</td>
<td>47%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Male</td>
<td>41%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Student</td>
<td>45%</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
# UNM Race-Class Graduation Gaps

(Entering Fall 2005-Graduated by Spring 2011)

<table>
<thead>
<tr>
<th>Race and Ethnicity</th>
<th>&gt; $78,000 Parental Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>38%</td>
</tr>
<tr>
<td>Asian</td>
<td>58%</td>
</tr>
<tr>
<td>Black</td>
<td>28%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>51%</td>
</tr>
<tr>
<td>White</td>
<td>57%</td>
</tr>
</tbody>
</table>
Peer Institutions with Diversity Requirement for Undergrads

Regional Peer Institutions that Require Diversity Credits for the Completion of a Bachelor’s Degree.

- University of Oregon
- University of Iowa
- University of Colorado-Boulder
- University of Arizona
- Arizona State University
- University of Nevada, Las Vegas
- University of Utah
- New Mexico State University
- Texas A&M University
- University of Kansas

prepared by the UNM Division for Equity & Inclusion

*Peer Institutions Identified by the 2011-2012 Fact Book, p.126*
Arizona State University (ASU)

- 9-credits for Diversity Requirement:
  - U.S.
  - Global
  - Cultural Awareness

- 2013 Higher Education Excellence Award for Diversity & Inclusive Excellence (cultural change over 10 years)
  - Closing the Achievement Gap; More than doubled degree for BOTH Undergrad & Graduate Students
  - Diversity courses enhance student success and improve social cohesion (Kuh; Ibarra; Chavez)
PROPOSAL

Curriculum – Undergraduate Degree Requirement

3-credit coursework that engages:

“U.S. & Global Diversity and Inclusion”

– Main criteria: primary emphasis (at least 50% content) on disability, religion, class, race, gender, ethnicity, sexual orientation, language and/or other marginalized category of people

– Primary Learning Outcome: address experiences of aforementioned groups, including discussions of approaches, processes of exclusion and inclusion, and solutions for enhancing equity in U.S. or global context
3-credit “U.S. & Global Diversity & Inclusion” undergrad req.

- No additional cost-all courses already exist
- Compiled over 300 syllabi
- Course capacity for the last three semester (over 17K)
- Does not add additional costs or credits for degree (Support 120 credits Form C proposal for reduction from 128 credits for BA*)
- Variety of courses count; not one course; not just core course
- Includes 100-400 level courses (can double count)
- In-class, out-of-class, study abroad, special topics count
- Proactively working with advisors & students to ensure systems are in place to advise students
- Special emphasis on ensuring students with very structured schedule (e.g., STEM, etc.) receive advising
- transfers/equivalencies accepted
- All core language courses count (e.g., SPAN 301 Feminismo Latinoamericano)
- Will only apply to incoming first-year students (not transfers) a year after it is approved; (e.g., if approved in February 2014, the earliest it could apply is for the incoming class of Fall 2015)

PLEASE EMAIL SYLLABI: usglobaldiversity@unm.edu; Criteria checklist available at: diverse.unm.edu
EXAMPLES OF COURSES
(over 300 syllabi)

• HIST 322 History of the Women’s Movement
• HON 222 Holocaust
• AFST 397/ SOC 398/AMST 350/POLS 300 Race and the Law
• ARTE 493 Sexual Identity & Social Justice in Art Education
• LLSS 315 Educating Linguistically & Culturally Diverse Students
• SPAN 301 Feminismo Latinoamericano
• MGMT 457 Diversity in Organizations
• AMST 185 Race, Class & Ethnicity
STUDENT LEARNING OUTCOMES (engages one or more)

(1) Demonstrate critical literacy & ethics pertaining to the dynamics of diversity

(2) Understand the dynamics of historic & contemporary inequality, oppression & resistance & how those dynamics shape individual and community power and experiences; explore solutions that advance inclusion
STUDENT LEARNING OUTCOMES
(engages one or more, cont’d)

(3) 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.

(4) Communicate an understanding of the ways in which inequitable treatment of groups is socially constructed & politically implemented and maintained.
How we will know when we have been successful?

• Deep learning as measured by learning outcomes assessments and other indicators of Student Success (e.g. achievement gaps by race, class, gender, etc. are reduced significantly/eliminated)

• Students work experiences anchored in career exploration (on and off-campus)

• Faculty Senate Community Engagement Taskforce institutionalizes the value of community based research, teaching and learning in tenure & promotion

• UNM mission statement & 2020 strategic plan includes an explicit commitment to diversity to inclusion

• Robust Portal Showcasing our success in community engagement

• Transformational Diversity: Cultural Change Diversity and Inclusion is part of every programmatic decision at UNM
ACCOUNTABILITY & ASSESSMENT

- IDEA Forms (student evaluations)
- Monitor Student Learning Outcomes/Success
- Assess short-term and long-term impact on retention and graduation rates
- Institute a system of Dept.-level and college-Level annual curriculum resource/action plans
- Create structures of support & accountability (e.g. sunshine portal vis-à-vis race-gender, race-class, race, gender, class gaps; in-service/resources for depts. & co-curricular programs)
MODELS FOR ASSESSMENTS

• Assessing Students’ Social Responsibility and Civic Learning
• http://heri.ucla.edu/pub/AssessCivicLearning.pdf
OVERWHELMING SUPPORT & INCORPORATED FEEDBACK

Faculty Senate Resolution Endorsed Work of Diversity Council Plan (Spring 2013)

Academic and Student Affairs Committee Endorsed the Diversity Requirement (Spring, 2013)

ASUNM & GPSA Resolution Endorsed the Diversity Requirement Proposal (Fall 2012)

Strong on-going support & letters of endorsement/resolutions from President, Provost, Faculty Senate Deans Council, Chairs Councils (A & S; College of Education; Honors College; Anderson School of Management); HSC of Faculty Senate, ASUNM/GPSA Resolution; Student Groups, Community Forum Partners, numerous focus groups, feedback form, etc.
Next Steps: Implementation

- Website/Catalog Update
- Partnerships/Coordination-STEM, Foreign Language, Core Assessments
- Coordinate with Advising Infrastructure
- Request more syllabi
- Organized Communication about Themes/Areas/Disciplines/Core Curriculum
  - U.S. Race, class, gender, religion, sexual orientation
  - Global Diversity
  - Foreign Language, Culture & Literature
  - Fine Arts
NEED Clarification

- Who will review the syllabi submitted in the future?
  - Undergrad Committee
  - Curricula Committee
  - Faculty Senate Diversity & Inclusion Committee
    (proposed to operations committee of the Faculty Senate)
Thank You From Diversity Council!

Dr. Jozi De Leon (jdeleon@unm.edu)
  Vice President, Division of Equity & Inclusion
Dr. Kiran Katira (kiru2u@yahoo.com)
  Diversity Council Co-Chair, Director, Community Engagement Center
Dr. Glenabah Martinez (glenie@unm.edu)
  Diversity Council Curriculum Committee, Co-chair, LLSS, COE
Dr. Norma Valenzuela (valenzuelan@unm.edu)
  Diversity Council Curriculum Co-Chair, Postdoctoral Fellow, Division of Equity & Inclusion; Chicana/o Studies and Spanish and Portuguese
Dr. Julie Shigekuni, Diversity Council Final Report Editor, (jshig@unm.edu)
Ms. Elizabeth Barton, Mr. Alex Gonzalez, Dr. Terry Babbitt
Diversity Council Curriculum Committee, Student Leaders in ASUNM, GPSA, etc.
Countless others who contributed to this Form C proposal.

QUESTIONS: Dr. Nancy López (nlopez@unm.edu)
  Diversity Council & Curriculum Committee, Co-chair, Associate Professor, Sociology
SEND SYLLABI: usglobaldiversity@unm.edu, More info: diverse.unm.edu