



Summary of Faculty Senate Curriculum Committee (FSCC) Recommendations
Form C 1779 Equity and Inclusion

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Background

The UNM requires a 3-credit undergraduate course in U.S. & Global Diversity & Inclusion. Originally any 3-credit foreign language course met this requirement. Since at least 2013 there has been a discussion that the undergraduate requirement must have their primary emphasis (at least 50% content) address one or more combination of the following areas: gender, race, class, ethnicity, sexual orientation, disability, religion and/or other marginalized group(s) and at least two or more key learning outcomes included in Form C 1779.

This change has been presented to the FSCC at least twice in the past 3 years and has not been approved. While the FSCC supports the requirement for a diversity course for all undergraduate students the committee would like the concerns listed below addressed.

- 1. Please explain the committee process for deciding if a course meets the learning outcomes included in Form C1779. For example, does the entire committee review courses or are courses assigned to committee members and then discussed at a general committee meeting?**

Response: The entire committee will be responsible for this review. A subcommittee of two or more members will be assigned the review and their assessment will be brought forward to the Entire Committee for discussion and a vote. This process will be used at this time, however, at some point we may be able to include the assessment of the learning outcomes as part of the UNM's learning outcomes assessment strategy.

- 2. If a course is rejected as a diversity course is the faculty member notified and provided with a rationale as to why their course was rejected? Is there an appeal process for a course that is rejected?**

Response: If a course is rejected, the faculty member will be notified and provided with the rationale for the rejection. The faculty member can address the reasons for the rejection and include a revised syllabus and a course approval form for consideration. The committee intends to work with faculty to ensure that their courses are successful in meeting the requirement.

- 3. How often does the committee meet to review courses?**

Response: The committee will meet monthly to ensure that all new courses are considered. After the majority of courses have been reviewed, the committee will meet quarterly.

- 4. Once courses are approved when do they become designated as “diversity” courses? What happens to a student who completed a course which was accepted as a diversity course and then has been removed from the list before the student graduates? Will the course still meet their graduation requirement?**

Response: We do not anticipate that once a course has been approved, that it will be disapproved unless the course changes in its focus, content or learning outcomes. However, if a student takes a course that was designated as meeting the diversity requirement, the student will not be penalized if the course is subsequently removed from the approved list. In addition, the committee would work with the faculty member to address why the course was disapproved in order to give the faculty member an opportunity to meeting approval criteria. We do not want to lose courses that are approved and want to maintain a robust list of approved courses.



5. **The FSCC would like to know more about the how the process to approve the courses. A link was provided to Share Point but committee members were unable to access the link.**

Response: The Committee members are all faculty who have taught diversity courses in their colleges. A list can be provided to the FSCC. Vanessa Harris, Director of Advising is an ex-officio member of the committee to ensure that all the approved courses are included in the advising list and reflected/communicated appropriately to advisors and students. The VP for Equity and Inclusion, while a faculty member who has taught diversity courses in the past, is also ex-officio and attends meetings to ensure the integrity of the process.

6. **How is the 50% content determined given that a percentage is a quantitative criteria? What do they do if a course is “marginal”?**

Response: The 50% content is determined by the amount of time (classes) that topics on the learning outcomes are included and reflected on the syllabus. We recognize that the 50% is not an exact science but the review of the syllabus should reflect that at least half of the classes address topics consistent with the learning outcomes. We hope that faculty will write their class descriptions to reflect content more clearly. This has been a problem for some faculty, but committee members have worked one-on-one with faculty to reflect class content more accurately and meet the requirement. We will also have some sessions with faculty interested in submitting a course for consideration so that we ensure faculty are successful when they submit. We will also post sample syllabi and course forms online so that faculty can see what they should include.