

UNM's Undergraduate Requirement of a 3-credit
US & Global Diversity, Equity, Inclusion & Power (DEIP)
course

LEAD Council Monthly Meeting
(Apr 18, 2024 (11:00 – 12:30 PM))

Information Session on the
DEIP Course Requirement

Co-chairs, Diversity Council Curriculum Subcommittee

Diane Torrez-Velásquez, Associate Professor, COEHS
Julia Wai-Yin So, Professor of Sociology, UNM-Valencia

Recognition of Advocates

- Dr. Nancy Lopez, Professor of Sociology
- All past chairs/co-chairs & members of the Diversity Council Curriculum Subcommittee

Information Session Agenda

- The purpose of the DEIP course requirement
- **The objectives of the DCCS**
- The Institutional Approval Process
- **DEIP Courses – Topics & SLOs**
- The Diversity Council Curriculum Subcommittee
- **Final Submission Date**

Peer Institutions with Diversity Curriculum Requirement for Undergraduates in 2013

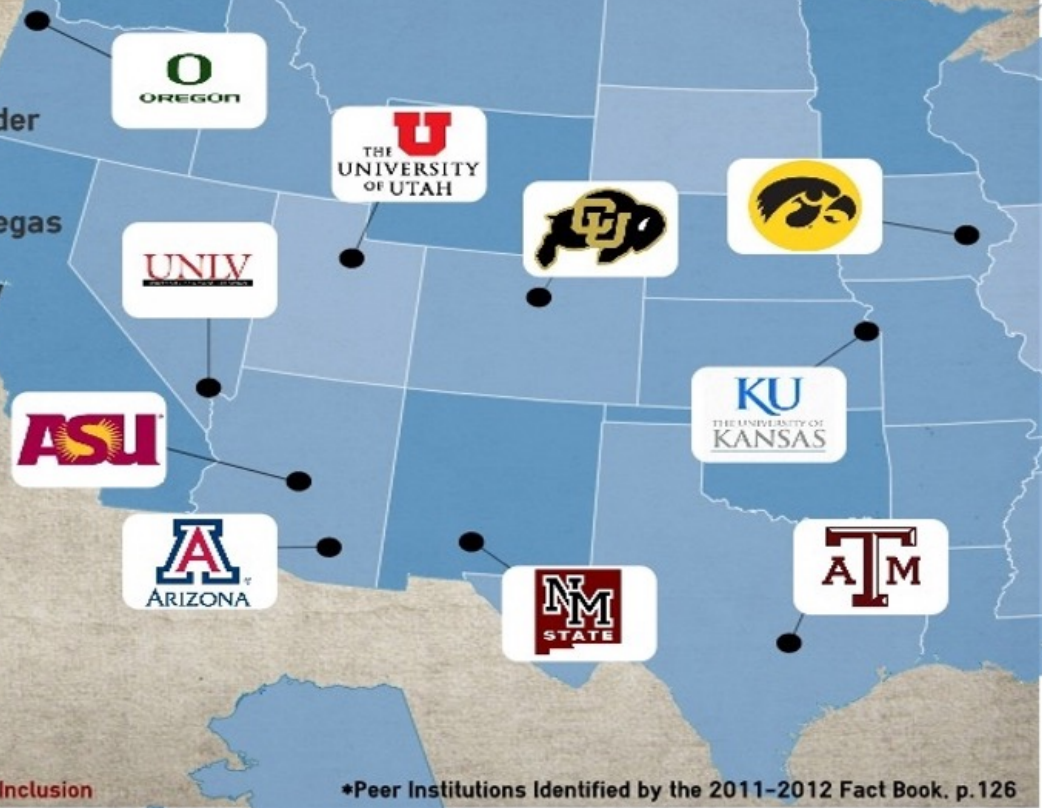
Regional Peer Institutions that Require Diversity Credits for the Completion of a Bachelor's Degree.

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

UNM's requirement
established in 2014



prepared by the UNM Division for Equity & Inclusion



*Peer Institutions Identified by the 2011-2012 Fact Book, p. 126

The Purpose of the DEIP Course Requirement

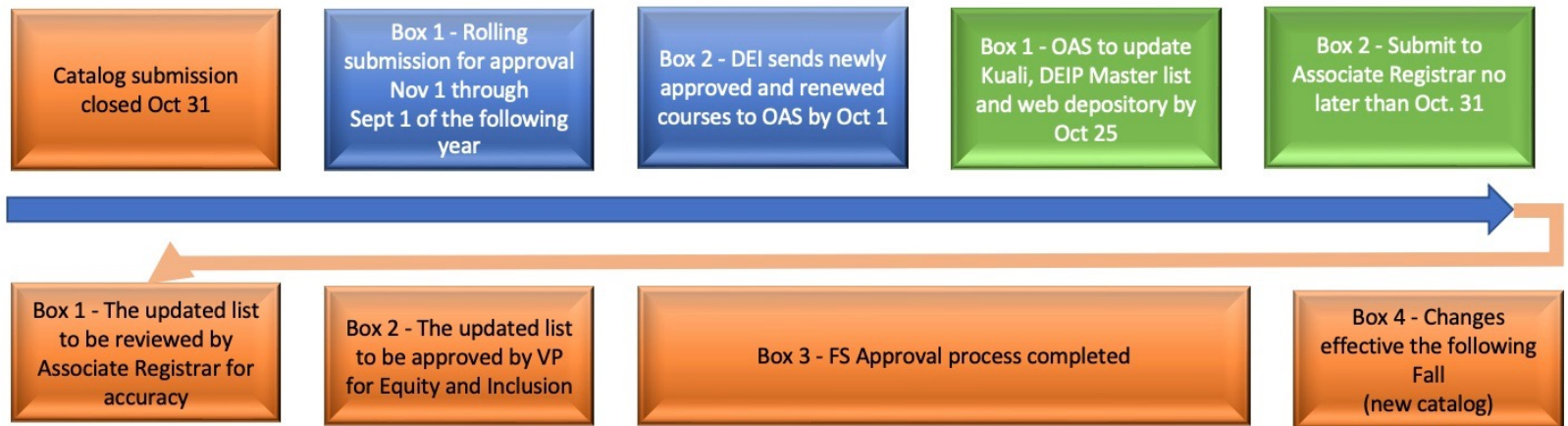
Established at UNM in 2014

To promote a broad-scale **critical understanding** of the culture, history, or current circumstance of diverse categories of people who have experienced historic and/or contemporary **inequitable treatment** in the U.S. or in a global context.

The Rigor and Objectives of U.S. & Global DEIP Requirement

- Promotes critical thinking, leadership skills, & lifelong learning
- **Cultivates** cross-cultural understanding, respect, & solidarity
- Encourages civic engagement
- **Connects** DEI and student success
- Fulfills Accreditation Criteria
- **Benefits** *all* students in their careers

Institutional Approval Process



Courses not eligible for submission:

- a special topics course
- a generic course with varying course contents
- a graduate course
- A course with more or less than 3-credit hours
- a new course currently under review in the curriculum workflow (i.e. a course not yet listed in the catalog)

Eligibility for Course Submission

- Any cataloged undergraduate course
- A 3-credit hour course
- Americans with Disability Act Statement
- Covers topics relating to DEI (next slide)

DEI Topics Covered in the Course

- ableism or disability
- Ageism
- capitalism or classism
- faith or spiritual belief
- heteropatriarchy or sexism or gender
- heterosexism or homophobia or sexuality
- nativism or ethnocentrism or immigration
- race or ethnicity or nationality

5 Student Learning Outcomes - SLO #1

Students will analyze (not simply describe), evaluate, and/or interpret **social issues from multiple perspectives** while reflecting on their **lived experiences, social location, identity, or social position** in contemporary U.S. society or in the global context.

5 Student Learning Outcomes - SLO #2

Students will explain and analyze the **dynamics of historical and/or contemporary inequality or oppression** (e.g., settler colonialism, sexism, racism, ageism, heterosexism, classism, nativism, etc.) and how **these dynamics shape individual lives and impact the larger social structures of their communities.**

5 Student Learning Outcomes - SLO #3

Students will explain and analyze the **resistance of any one marginalized group** in society to the historical and/or contemporary inequality or oppression (e.g., settler colonialism, sexism, racism, ageism, heterosexism, classism, nativism, etc.).

5 Student Learning Outcomes - SLO #4

Students will describe or explain the **dynamics of one aspect of JEADI** (i.e. justice, equity, accessibility, diversity, or inclusion) with respect to **race, sex, gender, class, SOGIE** (sexual orientation, gender identity & expression), ethnicity, faith, ability, nationalities, **or language** in the U.S. and/or in the global context

5 Student Learning Outcomes - SLO #5

Students will describe and explain **inequities and unequal treatment of one or more social groups** that fall under any one of the following categories: race, ethnicity, ability, faith, sex, SOGI, nationalities, and language.

The Diversity Council Curriculum Subcommittee

- A voting member of the Faculty Senate
- Subject experts and/or pedagogical practitioners in diversity, equity, and inclusion
- Self-nominate with CVs and DEIP courses taught in the past
- Approved by the co-chairs
- Review courses submitted for approval to meet the 3-credit undergraduate requirement

Submission & Approval Procedure in DEI

- Submission on a rolling basis (Sep 1)
- Submission includes the course syllabus and the Syllabus Checklist
- Two reviewers
- The Subcommittee discuss at its monthly meeting
- Once approved, the DCCS will begin the curriculum workflow in Kualu

Approval Process in Kualii

- Approval by VP for Equity & Inclusion
- Approval by the Curriculum Committee of FS
- Faculty Senate Approval
- Designated as a DIEP course for six years starting the next academic year's catalog
- Co-chairs will notify the faculty member & dept chair
- OAS updates the list to the Gen Ed Program



Please **bookmark**
the DEI website in
your device with
this QR code.

Thank you for your interest!

Anything **that you are unclear of**



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