# UNIVERSITY OF MARYLAND IMPLEMENTATION OF THE DIVERSITY EDUCATION TASK FORCE RECOMMENDATIONS

## October 2021 Assumptions, Estimates, and Actions; Version 4.2

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*This report outlines a set of approaches to implement recommendations of the 2018-2020 UMD Diversity Education Task Force (DETF). In Fall 2020, the DETF offered four proposals to improve UMD's diversity climate via changes in undergraduate education: (1) enhancing first year diversity education programs; (2) modifying General Education diversity courses to require practice and include discussion of racism; (3) enhancing incentives for optional UMD diversity programs; and (4) adding discipline-specific diversity learning outcomes in all undergraduate major degree programs.*

*Successful curriculum transformation hinges both on actions within academic units to initiate new or improved practices and on institution-level support and accountability. I begin by outlining key assumptions and identify actions to achieve goals of the DETF recommendations, which are summarized in a timetable of coordinated campus and unit-level activities.*

*Key actions include: hiring new staff members in ODI/TLTC; and UGST and recruiting faculty experts to aid in training; modifying human resource practices; launching coordinated diversity assessments; and creating capacity for administrative "fine-tuning." Beyond successful implementation of an innovative undergraduate diversity curriculum, the UMD campus would benefit from greater instructional support capacity, reduced missteps, and a stronger reputation in the local community and among institutional peers.*

## INTRODUCTION

### Overview

In Spring 2018, Provost Mary Ann Rankin convened a faculty-led Diversity Education Task Force (DETF) to identify and recommend possible changes to the undergraduate diversity education curriculum with an overarching goal of fostering an improved campus climate. The DETF report (released in Fall 2020 and updated in September 2021), proposed four complementary changes to undergraduate education. This document briefly summarizes those recommendations and outlines an implementation plan that identifies underlying assumptions, courses of action, a timeline, and potential benefits.

Because different routes to implementation are possible and evolving conditions may alter assumptions, timetables, costs, and action feasibility, this document offers a *roadmap* with options. That said, the proposal's capacity to achieve campus inclusion goals does hinge on robust implementation; partial or haphazard execution could reduce or undermine the beneficial impact of curriculum changes.

This report first recaps the recommendations and describes necessary actions to implement each. It then clarifies the assumptions underlying actions and implementation, explains their rationale, and identifies path-dependent actions. It concludes with an estimated timeline and anticipated benefits.

## Objectives of Undergraduate Curriculum Changes

The DETF charge was to review UMD's diversity education and suggest improvements, with the goal of promoting a more inclusive and respectful community. Desired program-level outcomes are listed below.

As a result of changes in UMD's diversity, inclusion and civic education curriculum, undergraduate students should:

1. Reflect on how their culture and demographic characteristics, personal agency, and self-affirmations factor into their own identity formation.
2. Recognize that societies have embedded, dynamic, normative systems of thought, attitudes, and behavior that confer power and privilege more on some than other societal members.
3. Reflect deeply on the social and material costs of structural exclusion and marginalization, including how their own social and structural positions affect their beliefs, attitudes, and actions.
4. Appreciate and respect social identity differences, including adoption of UMD's aspirational values of united, respectful, secure and safe, inclusive, accountable, empowered, and open to growth.
5. Develop skills needed to engage and communicate constructively with people who differ from themselves, generate effective solutions for shared problems, and advocate for change. Such skills may include but are not limited to: listening, perspective taking, emotional self-control, teamwork and collaboration, creative problem solving, and conflict resolution.

## DETF Recommendations and Current Status

The DETF proposed four major changes to the UMD undergraduate curriculum.

- **First year programs**. A key recommendation involved orienting first-year students through a pre-campus arrival online program to clarify UMD values; integrating this training module with the newly proposed on-campus TerrapinSTRONG initiative; enhancing instructor training for UNIV100 courses; and providing incentives for faculty and student participation in the First Year Book program.

- **General Education**. The DETF recommended adopting pilot-tested modifications to core assignments in Oral Communication and Academic Writing courses to increase their emphasis on civic engagement and diversity. Its primary recommendation, *which requires University Senate approval*, involves changes to the General Education diversity requirement.
    1. Categories would be relabeled to reflect evolution in their content: Understanding Plural Societies would become Understanding Structures of Racism and Inequality (USRI); Cultural Competence would evolve into Navigating Diverse Social Environments (NDSE).
    2. Learning outcomes in both categories would change: a required learning outcome focused on race and racism would be added to the USRI category; and the required practice learning outcomes in the NDSE category would be broadened to a choice from among three options.
    3. Students would be required to take one USRI (i.e., theory-oriented) and one NDSE course (i.e., practice-oriented); rather than having the option of taking two theory-oriented courses.

- **Optional diversity programs**. This involves creating a Maryland Volunteer Corps program and publicizing it—and comparable campus programs designed to strengthen diversity and civic engagement skills—to employers through the use of microcredentials via University Career Services.

- **Major degree programs**. This recommendation entails the creation of discipline-specific diversity learning outcomes in all undergraduate majors, using these to modify or add discipline-specific diversity content to existing or new courses or professional development workshops, and embedding assessment of these new outcomes into annual learning outcome assessment processes.

Campus adoption of these recommendations is voluntary except for modifications to the General Education diversity requirement, which requires University Senate approval. First-year initiatives connected with TerrapinSTRONG have been implemented, and all Deans consented to adoption of discipline-specific diversity learning outcomes in their majors.

# METHODS

## Levels of Implementation Actions

Although DETF recommendations fall into four distinct clusters, there is overlap in the actions, human resource development needs and practices, and campus support systems required for successful execution. A useful way to conceptualize implementation is in terms of: (1) *specific modifications* needed to change practices, procedures, and approaches for each recommendation, and (2) broader *modifications in institutional systems* needed to stimulate, support, and sustain these changes. As such, the table below outlines per-recommendation specific needs and institutional system changes.

| Component | First-Year Programs | General Education | Optional Diversity Programs | Major Degree Programs |
|---|---|---|---|---|
| Instructor training & development | • Improved training for UNIV100 instructors, including learning community participation<br>• Training & chances to share best practices for staff/ faculty who deliver TerrapinSTRONG workshops | • Training in pedagogy for inclusive teaching, diversity dialogues & praxis (e.g., simulations, team building)<br>• Learning community participation | • Sharing best pedagogical & assessment practices across programs | • Training in pedagogy for inclusive classroom teaching, diversity dialogues & for teaching praxis (as needed)<br>• Learning community participation<br>• Identify & analyze core discipline-specific diversity issues |
| Instructor and/or student incentives | • Stipends or contests for First Year Book participation<br>• Contests or swag for attendance at First Year Book events | • Stipends for new practice-oriented courses<br>• Release time for faculty experts to aid in training & consultations<br>• Incentives for feedback on category/courses | • Provide time & support needed to: create badges, determine pathways, etc.<br>• Market diversity skills microcredential to employers | • Offer release time or summer stipends to identify, develop, and/or pilot test curriculum changes<br>• Identify & support faculty mentors for students<br>• Create incentives to share feedback on relevance & effectiveness |
| Consultation & collaboration | • Assessment of TerrapinSTRONG & data for continuous improvement | • Course development & faculty expert consultations | • Support for set-up & assessment of microcredential program | • Faculty expert consultations<br>• Course & workshop development<br>• Ongoing learning outcome assessment |
| Institutional support & account-ability | • **Training & consultation**: central campus support offices need resources to meet increased need for faculty and staff training and consultation; this could be accomplished by hiring additional staff OR redeploying faculty experts to aid campus development initiatives. There is no comprehensive list of campus diversity facilitators to support campus training initiatives, no training standards for their skills, and no financial incentives for their contributions to campus training sessions.<br>• **HR practices**: a combination of incentives (e.g., stipends, contests, recognition) and modifications to annual review components (e.g., asking about training participation) can be coordinated to support desired behavior and curriculum changes.<br>• **Assessment**: campus-wide needs assessment and diversity training program evaluation should be coordinated, conducted, and disseminated as a basis for making informed decisions about training program effectiveness and modifications. A dedicated diversity assessment specialist would enable this.<br>• **Administrative "fine-tuning"**: senior campus leaders need to monitor progress and identify roadblocks, sources of systemic inertia, and unintended consequences. Participation of 20 campus leaders in USC's Equity Institute would provide a common frame of reference and support for such work. | | | |

## Implementation Assumptions

To estimate the actions, costs, and timeline to implement DETF recommendations, I had to make assumptions about conditions and circumstances for which—in many cases—the necessary data were insufficient or nonexistent. Where such information is lacking, I sought to mitigate inaccuracies by clarifying the underlying logic and using ranges to estimate possible outcomes.

## How many instructors need training and development?

We lack information about both current and needed diversity skill levels of UMD's instructional workforce (i.e., 4264 faculty members, 3290 professional staff members, and 2852 teaching assistants[1]). To manage this ambiguity, I outline below what is known about instructors' current skill levels and needs, describe instructional changes needed to implement DETF proposals, and use these data points to estimate how many instructors may need different types of training.

1. *Inclusive classroom teaching*. Empirical findings indicate that the majority of the faculty members, professional staff, and teaching assistants (n = 10,406) who interact with students would benefit from training in inclusive teaching pedagogy.[2],[3] Assuming 20 trainees and 2.5 hours per workshop, reaching all instructional faculty and staff would require 520 workshops and 1301 hours of training (i.e., 32.5 40-hour work weeks).[4] Because mandating instructor participation in such workshops may trigger some backlash and resistance, a better approach would be for senior campus leaders to (a) encourage broad participation in training, and (b) add items about supplemental instructional training to annual performance reviews. This policy would allow slower but consistent roll-out of training sessions, enable data collection on how training sessions affect students' experiences, and offer additional time and evidence to build the case for training benefits. If 30%-40% of instructors willingly participated in such training, this translates into 3100-4100 individuals and 150-200 workshops, which could be spread over a two- to three-year time frame.

2. *Skills for teaching diversity content*. The need for instructor training to teach diversity content should be targeted toward faculty and staff involved in first-year diversity education (including TerrapinSTRONG), any changes in General Education courses, and the development and delivery of major-area coursework or workshops pertaining to discipline-specific diversity content. Estimating the number of instructors who may need this more intensive training is tricky.

    1. Regarding proposed changes in General Education diversity courses:

        a) Historical course enrollment data indicate that an average total of 15,940 seats in diversity courses are needed per year to ensure that undergraduate students maintain steady degree progress. Since AY2015, 88% of those seats have been supplied by "theory" oriented

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[1] *https://irpa.umd.edu/CampusCounts/index.html; using Fall 2020 data for Campus Counts for Employees.*

[2] *The 2018 UMD Campus Climate Survey found that "faculty (in general)" and "staff (in general)" were rated by respondents as fourth and fifth lowest (respectively) among all campus groups and below the campus average (M = 3.05 on a 1-4 point scale) in valuing diversity and inclusion at UMD. Comprehensive Campus Climate Study for Diversity and Inclusion, December 5, 2018; Jennifer Hubbard, Ph.D. Research Consultant; see page 41. The groups rated lower than faculty in valuing diversity and inclusion were UM Police, campus Athletics, and Greek Life.*

[3] *The interactive survey results indicate that **classrooms** are the most prevalent location in which students reported negative treatment on campus (20% of such incidents, n = 283); see https://reports.umd.edu/2018ClimateSurvey.html; select for "Student" group, "Negative Treatment on Campus" as topic area and "where did the conduct occur?" as question.*

[4] *This estimate does not include preparation time needed to tailor sessions to the disciplinary context or the use of small group discussion facilitators during such sessions, and it does not account for regular annual turnover of teaching assistants.*

courses.  If the requirement shifted such that one theory- *and* one practice-oriented course were needed, *6150 additional seats* would need to be offered in practice-oriented courses.

b) Practice-oriented courses require smaller class sizes (i.e., to observe students' skills and offer developmental feedback), thus, we could assume a cap of 50 students per class.  This means UMD would need to convert or add (depending on the number of sections per instructor) **75 to 123 practice courses** (i.e., 25-41 courses per year over 3-4 years).

c) Some demand for practice-oriented courses could be met by increasing the number of sections/seats in CHSE338, Intergroup Dialogue.[5]  These courses are offered jointly via a partnership between the Higher Education–Student Affairs degree program and the Office of Diversity and Inclusion (ODI): Masters students earn credit for participating in ODI's intergroup dialogue training and then serve as co-instructors in these 7-week, 1-credit courses.[6]  Expanding current capacity (6 sections and 300 students) to accommodate 1500-2000 students annually would require 28 to 39 *additional* CHSE338 sections as well as recruitment, training, and compensation of permanent faculty and staff.  Creatively re-structuring some aspects of the course (e.g., using trained undergraduate TAs, who earn diversity microcredentials, as co-facilitators) may control additional compensation costs.

d) Given this analysis, a total of *90-123 faculty members* (or 30-40 faculty members per year over three years) would need more intensive consultation and/or training in pedagogical approaches to support students' skill development.  Additional annual training for graduate and possibly undergraduate teaching assistants would also be required.

2. Regarding proposed changes in major-area degree programs:

a) UMD offers 86 unique major area degrees, of which 12 include additional specializations (117 different major degree programs). Based on conversations with assistant and associate deans for undergraduate education in the colleges, at least 85% of these degree programs (n $\cong$ 73) may need faculty development to teach diversity content in the form of new assignments, coursework, or professional development workshops.  Assuming that at least two faculty members per program need training, this sums to *146 faculty members*.

b) Discussions with administrators in Computer, Mathematical and Natural Sciences indicate that, for 6+ majors, few faculty or staff members have sufficient expertise to teach discipline-specific diversity content to students.  In these cases, it may be necessary to hire internal or external experts to assist in developing and delivering discipline-specific diversity content.

c) Alternatively, we could estimate that *5% to 15%* of faculty members would need to be involved in development, design, and delivery of diversity-related content—e.g., through TerrapinSTRONG or supporting courses in the majors.  Using this approach, a low of **521 instructors** (213 faculty members, 165 professional staff members, and 143 teaching assistants) and a high of **1562 instructors** (640 faculty members, 494 professional staff members, and 428 teaching assistants) may need more intensive pedagogical training in diversity content and skills.

3. *In summary*, this analysis indicates a broad need for basic training in inclusive classroom teaching practices (estimated 3100-4100 instructors).  If we assume that 30% of faculty members involved in

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[5] The Words of Engagement Intergroup Dialogue Program (WEIDP) courses are approved for the Cultural Competence designation and would continue to be approved as practice-oriented courses under the proposed changes. A 2016 ASHE report labeled these courses the "gold standard" for college-level diversity education.

[6] Currently, each CHSE338 course is divided into three subsections of 15-18 students each and staffed by two instructor-facilitators.

implementing degree program changes would also be involved in broad General Education program changes, then faculty development for *facilitating diversity dialogues* would be needed for 142 (from 2a above) to 1562 instructors (from 2c above).  Finally, assuming a 10% rate of overlap among instructors involved in both major and General Education programs would concentrate on developing students' ***diversity skills***, faculty development would be needed for between 142 (90 + 10% of 521 instructors) to 279 instructors (123 + 10% of 1562 instructors).

## What type of training and development is needed?

Beyond the challenges of identifying how many instructors need supplemental training, there is uncertainty regarding the ***type and amount of training*** to offer.  Given these unknowns, a two-pronged approach makes sense: (1) offer and expand on existing pedagogical training programs; and (2) collect extensive formative assessment data as these existing training programs are rolled out.  This approach would leverage existing staff expertise and permit controlled training program expansion—important considerations given the number of instructors who may need training.  If formative assessments indicate that trained instructors need additional guidance in some areas, these could be redressed quickly as new pedagogy and content are incorporated into training for the next cohort.

Currently, three types of training have been planned or implemented successfully on campus, and a fourth type is foreseeably necessary given proposed DETF recommendations.

1. **<u>Narrative 4</u>** (N4) is a nonprofit organization founded by artists and educators that provides pedagogical instruction to promote development of empathy via storytelling. Dr. Marsha Guenzler-Stevens at Stamp Student Union and Dr. Chetan Joshi of the Counseling Center have arranged for N4 to offer its online Train-the-Trainer program on campus this fall, which Dr. Gerry Strumpf (Office of Orientation and Student Transitions) is using to supplement UNIV100 instructor training.  This program offers a low-cost, beneficial first step in building skills for perspective taking, which is a cornerstone for respectful classroom behavior. A major portion of this program is offered asynchronously online, so it can be implemented without the need for additional UMD training staff.

2. ***Dialogue programs***, such as the ODI's Words of Engagement Intergroup Dialogue Program (WEIDP) or the Common Ground dialogue program in Resident Life, are used across campus as a pedagogical approach to develop deeper understanding of social identities and facilitate discussion of differences.  During summer 2021, ODI began expanding and adapting the training program offered to WEIDP facilitators to create a new **Facilitation Academy** that could support the campus wide TerrapinSTRONG initiative.  In my discussions with the Director and Assistant Director of Diversity Training and Education in ODI, we have explored the possibility of expanding ODI's Facilitation Academy to include campus instructors involved in implementing DETF recommendations and adding more WEIDP sections.

3. ***Faculty learning communities*** have been used successfully for nearly a decade by the Office of Undergraduate Studies to implement the original General Education program—specifically, to support the development and evolution of I-Series and Scholarship in Practice courses.  Tellingly, former Chief Diversity Officer Kumea Shorter-Gooden launched a program in 2014 to help instructors develop cultural competence General Education courses that did *not* include a faculty learning community and participants spontaneously formed one on their own.  Given this, UMD should plan to sponsor learning communities as departments and colleges implement changes in General Education and/or in the major degree programs.

4. ***Instruction for teaching practice-oriented skills*** would need to be developed and offered to aid instructors in understanding how to teach practice-oriented courses.  Former Chief Diversity Officer Kumea Shorter-Gooden and I created a skeleton two-day program in 2016 that could be used as a

starting point. Instructors would benefit from learning how to use and debrief nontraditional learning activities such as role-play exercises, simulations, teamwork and team-building exercises, and action learning projects.  A creative alternative would involve setting up a campus-wide learning community comprised of volunteers and working jointly with the Academy for Innovation and Entrepreneurship to generate discipline-specific assignments and activities. The emphasis would be on when and how to use such instructional tools, creating guidelines to ensure the safety of students and community members; provision of meaningful and constructive feedback; and strategies for assessing learning.

## What types of institutional support are necessary?

UMD has four key institutional levers for initiating and supporting campus-wide changes in its undergraduate diversity curriculum.  These include: expanding current training and consultation capacity; modifying human resource practices in the form of incentives and performance review measures; increasing diversity assessment capabilities; and fine-tuning administrative aspects of implementation.

*Training and consultation capacity*.  To estimate the additional staff needed to expand UMD's faculty development capacity, I made two assumptions:

1. Instructors' need for training and consultation services will be most acute *within the first three years* as program goals and curriculum modifications are identified and incorporated into General Education courses and major degree programs.  After that initial push, demand will likely taper off, albeit at higher-than-current levels due to ongoing needs for TA and new instructor training.

2. The most compelling information sources about diversity-relevant content are likely to be *expert peers*—that is, other faculty members who have extensively studied diversity topics.  Although some content (e.g., inclusive teaching practices) may be delivered efficiently and effectively by ODI and TLTC staff, faculty members will respond best to guidance and advice from their peers.

Given these assumptions, UMD might expand its diversity training and development capacity to meet demand by (a) recruiting at least three current faculty experts to serve in short-term training/consulting roles and (b) hiring two new staff members to support and supplement their work.  More specifically, the campus could create 1-to-2-year positions at 50% to 75% time allocation for faculty members with diversity-relevant expertise to collaborate with ODI, TLTC, and UGST staff in the creation and delivery of instructor training and consultation programs.  Applications would be competitive and include campus-wide recognition for the accomplishments and contributions of selected faculty members.

Staff and administrators in UGST, ODI, and TLTC could support and extend efforts of faculty experts by expanding existing services such as UGST's faculty learning communities, ODI's Facilitation Academy, and TLTC's repertoire of diversity workshops.  UGST offered and has continued to host General Education I-Series and Scholarship in Practice learning communities; to support campus-wide diversity curriculum changes (i.e., college-level TerrapinSTRONG and major degree diversity curricula as well as shepherding course-level adaptations to the General Education diversity requirements), I propose creation of a full-time position, Director of Faculty Learning Communities, to organize, coordinate, and facilitate discussions with faculty within each academic unit as they plan course modifications and encounter delivery challenges (e.g., difficult questions, challenging dialogue, conflicts).  The Director of Faculty Learning Communities would work closely with faculty experts to develop discipline-relevant content, offer tailored training modules, and address implementation challenges.

ODI's Facilitation Academy derived from the training program developed for WEIDP instructors and focuses on how to stimulate and foster meaningful (if challenging) discussions of social identity and power differences.  It was offered for the first time during summer 2021 to college-level TerrapinSTRONG

coordinators and, based on discussions with the Director and Assistant Director for Diversity Training and Education, it might be expanded to accommodate two cohorts of 30-40 instructors annually.[7] Likewise, TLTC and ODI have both offered workshops on creating inclusive classroom environments; however, given their existing workloads, it would be necessary to hire at least one additional trainer to support increased training capacity for inclusive teaching workshops and the Facilitation Academy.[8]

A final aspect of training in need of institutional support is for the faculty and staff members who serve as uncompensated (and unrecognized) **discussion facilitators** in campus diversity workshops.  There is no comprehensive list of these individuals or their own training and skill levels; rather, they serve "behind the scenes" to assist academic units and ODI with small group discussions during training sessions.  As the campus adds more diversity training workshops, reliance on these informal facilitators will also increase.  By creating a list of these facilitators within ODI and tracking and compensating their efforts (e.g., *$X* for facilitating *Y* # sessions), UMD can ensure both that an adequate supply of qualified facilitators exists and that their contributions to diversity training initiatives are recognized and valued.

*Human resource practices*.  To spur changes in course content, design, and delivery and to encourage continuous improvement, UMD might use a combination of individual and unit-level incentives (e.g., stipends) and targeted performance metrics.  *Faculty stipends* proved effective in stimulating development of I-Series courses and could be used—along with training and/or participation in learning communities—to increase the number and availability of practice-oriented General Education diversity courses.  This approach could be pilot-tested volunteer instructors interested in redesigning their courses; collection of formative assessment data during the pilot study could identify key faculty needs for future cohorts.  Stipends might also be used to solicit faculty mentors for underrepresented student populations; SGA members have asked that UMD launch mentorship programs for LGBTQ and racial/ethnic minority students in STEM disciplines.

In addition to individual rewards, UMD should consider sponsoring unit-level contests with group awards (e.g., $5000 toward the winning department's discretionary funds).  Because successful curriculum change depends on coordinated efforts across faculty members, spotlighting and rewarding exemplars can orient academic units to increase collaboration.  Classroom-level contests with inexpensive rewards could also be used—for example, to encourage student participation in First Year Book events.

Revising annual performance measures to collect data about instructional training and course revision activities can signal a change in campus expectations regarding instructors' responsibilities.  Information about such activities would also permit more sophisticated analysis of diversity training program impact.

*Diversity assessment capabilities*.  Although there are extremely talented assessment staff in Institutional Research, Planning and Assessment (IRPA), TLTC, UGST, Resident Life, and the College of Education who can assist in such work, UMD needs a centrally located expert to lead and coordinate campus diversity-relevant assessment projects.  Toward this end, I propose that ODI hire a new **full-time diversity assessment specialist** to lead campus diversity assessment efforts.  Specifically, this staff member would be invaluable in: designing and conducting a faculty needs assessment, evaluating the impact of TerrapinSTRONG and campus diversity training programs, and advising other campus units in assessing the impact of their curriculum changes.

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[7] *Note that the WEIDP training program has 20+ hours of content and relies a ratio of 2 training facilitators per 8 trainees (i.e., 4-6 training facilitators per cohort) due to the need for careful, intensive role-play practice and feedback sessions.*

[8] *This estimate assumes that all current openings for professional training staff in ODI and TLTC are filled.*

*Fine-tuning implementation*.  Finally, unforeseeable institutional challenges are likely to surface during implementation.  To manage these challenges, I propose that UMD identify 20 faculty members and administrators to participate in the University of Southern California's Race and Equity Center Institute, which offers an 8-week online professional development program in which participants complete courses and collaborate in small teams to address projects of interest to the host institution.  At a per-participant cost of $2000, this program would help in managing unexpected institutional challenges before these grow into insurmountable obstacles.

## IMPLEMENTATION PLANNING

Successfully implementing DETF recommendations requires *coordinated* changes within academic units and in the campus-wide systems that support and maintain accountability within academic units.  To show how various components might work together over time, I prepared this table to show key activities by year and level.  Below, I use assumptions outlined in the Methods to elaborate on yearly plans at the campus support system, training and development, and within-program levels.

| Year | Level of Activity | Major Tasks |
|------|-------------------|-------------|
| 1 | Institutional support & accountability systems | <ul><li>Recruit 2-3 faculty experts to serve in temporary faculty development roles</li><li>Hire & on-board 1 diversity assessment staff member</li><li>Hire & on-board 1 director of faculty diversity learning communities</li></ul> |
| | Faculty & staff training & development | <ul><li>Launch campus-wide instructor needs assessment</li><li>Pilot-test pedagogical skills training with 8-12 volunteers, collect formative assessment data & set up a pilot learning community</li><li>Compile database of volunteer diversity discussion facilitators</li></ul> |
| | Within specific programs | <ul><li>Implement Narrative 4 training for UNIV100 instructors</li><li>Offer incentives to participate in First Year Book program activities</li><li>Work with the Office of Community Engagement to create Maryland Volunteer Corps and write grant proposals to solicit funding</li><li>Coordinate development of campus diversity microcredential program</li><li>Review discipline-specific diversity learning outcomes in major degree programs & offer feedback to fine-tune these</li><li>*If Senate approves General Education diversity changes:* recruit faculty to work with ODI, TLTC & UGST on task force to develop new course guidelines, workshops & consultation protocol for new course approval process</li></ul> |
| 2 | Institutional support & accountability systems | <ul><li>Hire and on-board a new diversity training staff member for ODI/TLTC</li><li>Nominate and work with 20 faculty & administrators as they participate in the USC Race & Equity Center Institute; identify group projects using instructor needs assessment & formative training assessment results</li><li>Modify faculty performance review system to accept information about faculty development participation, inclusive classroom pedagogy, and mentoring of historically marginalized students & junior faculty members</li></ul> |
| | Faculty & staff training & development | <ul><li>Ramp up campus-wide training & ODI Facilitation Academy with faculty experts and/or training & development staff to support TerrapinSTRONG and curriculum changes within major degree programs</li><li>Track and offer compensation to volunteer diversity discussion facilitators</li></ul> |

| Year | Level of Activity | Major Tasks |
|---|---|---|
| | | • *If appropriate*, provide departmental and college-level training regarding General Education changes + offer stipends to modify/create practice-oriented courses |
| | Within specific programs | • Offer feedback & guidance on major degree program learning outcomes & curriculum maps by Provost's Commission on Learning Outcome Assessment; identify programs needing guidance and assistance<br>• Work with University Career Services to market diversity microcredential to prospective employers<br>• *If appropriate*, begin review process within Diversity General Education Faculty Board for conversion of DVUP to DVUS courses and DVCC to DVSE courses.<br>• *If appropriate*, seek development and approval of 20 DVSE courses<br>• *If appropriate,* expand instructor training for WEIDP & add 10-12 sections |
| 3 | Institutional support & accountability systems | • Issue President and Provost requests to review data on instructor participation in inclusive classroom pedagogy training sessions, campus climate data,<br>• Sponsor friendly campus-wide competition to highlight advancements in TerrapinSTRONG and major degree program modifications & publicize success stories |
| | Faculty & staff training & development | • Use quality improvement data to modify and enhance current training programs<br>• Welcome cohorts through ODI Facilitation Academy and Supplemental Instruction programs, conduct ongoing assessment and fine-tune approach<br>• Expand participation in diversity learning communities across campus |
| | Within specific programs | • *If appropriate*, seek development and approval of 20 DVSE courses<br>• *If appropriate,* expand instructor training for WEIDP & add 10-12 sections<br>• Evaluate learning from and value of diversity microcredential<br>• Review assessments on TerrapinSTRONG & undergraduate degree programs |

## Institutional Changes

### UMD support and accountability systems

Any broad initiative to modify the undergraduate curriculum requires investment in faculty and staff development.  To improve the campus diversity and inclusion climate, data indicate that such training and development efforts must be designed and implemented with care and sensitivity.  To balance these needs given the number of faculty and staff members who may need training, UMD should—**during Year 1**—expand its training and development capacity by: recruiting faculty diversity experts to serve in a temporary training/consultation capacity; hire a director for faculty diversity learning communities; and hire a full-time diversity assessment expert.  Such Year 1 hiring is essential because: (1) it can take several months to identify, recruit, and hire talented staff members; (2) new members need time to learn the bureaucracy and build relationships within and across academic units; (3) training program details are uncertain and require time to finalize; and (4) key members need to be in place *prior to* significant increases in campus-wide demand for training.

During **Year 2**, participation in USC's Race and Equity Center Institute will enable key administrators and staff to identify and address unforeseen problems.  Modified performance review items could supply data needed to undertake course-corrections and an additional diversity trainer could be hired.

Year 3 activities could focus on accountability. For example, the President and Provost might request departmental and college data on instructor participation in diversity training programs and summaries of progress in implementation of TerrapinSTRONG. Relatedly, they could offer financial incentives to support competitions across or within colleges as faculty and staff members work to develop and offer discipline-specific diversity content. For example, units might compete for group incentives (e.g., $5000 for the academic unit's discretionary budget) based on the rigor, quality, and innovation associated with their major's diversity learning outcomes and curricula. These efforts and the outcomes across majors could be publicized as evidence of UMD's commitment to and follow-through on diversity.

## Faculty and staff training and development

Assuming UMD concurrently pursues additional staff for ODI and TLTC, **Year 1** of campus-wide faculty-staff training would focus on three goals: (1) planning and undertaking a campus-wide instructor needs assessment; (2) launching a 9-month pilot test with 8-12 instructors to add diversity content into their courses based on training and an experimental learning community; and (3) creating and managing a database of diversity discussion facilitators.[9]

1. The *campus-wide needs assessment* could be initiated as a joint project involving faculty experts and central campus units that currently oversee learning outcome assessment in the major degree programs: IRPA, TLTC, and UGST, with input from ODI. The expected return on investment in a needs assessment would include more accurate estimates of instructors' training needs, improved design for training programs, and concrete data with which to assess the impact of implementation of DETF recommendations.

2. Another Year 1 goal would be to *pilot test* pedagogical skills training with a group of 8-12 volunteer instructors from across campus, who would be offered $5000 stipends. They would be invited to participate in an experimental training program and learning community and to provide ongoing formative feedback.

3. A final Year 1 goal would be to compile a *list* of the *diversity discussion facilitators* who have participated in various campus training programs. Housed in ODI, this database would include the backgrounds, training, and prior and ongoing contributions of facilitators, which might form the basis for any in-house facilitator training. Appropriate compensation levels could be determined.

During **Year 2**, the groundwork provided by Year 1 would facilitate ramp-up of campus-wide training to include faculty and staff members involved in TerrapinSTRONG and design-delivery of revised curricula for major degree programs. If proposed changes in General Education were approved by the University Senate, there would be a need for departmental and college-wide workshops on strategies to create and offer such courses,[10] with a provision to sunset these stipends after a target number of courses have been created and approved. Finally, cohorts of faculty and staff trainees could be invited to learning communities overseen by the director of faculty diversity learning communities.

During **Year 3**, UMD should assess progress from the prior two years to determine needed adjustments to maintain or improve progress.

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[9] Note that ODI is already involved in providing training for the TerrapinSTRONG initiative and WEIDP; if it adds more training sessions that include small-group discussion facilitators, it will be important to track and compensate these facilitators to avoid taking advantage of their time.

[10] Note that the Office of Diversity and Inclusion boosted the supply of Cultural Competence courses by nearly 20% through this combination of instructor training and tiered financial incentives in 2014 and 2016.

# Implementation of Specific DETF Recommendations

## First-year activities

Many changes associated with improving students' first year diversity experiences on campus are underway: ODI and central administration staff have launched the TerrapinSTRONG initiative, including pre-arrival campus-wide video segments. The UNIV100 instructors have been introduced to Narrative 4 via a preliminary story exchange and received instructions on how to complete the online, asynchronous training. Note that annual funding to cover the costs of Narrative 4 training for UNIV100 (and potentially other instructor groups) would need to be included as part of anticipated costs.

Remaining actions to implement DETF recommendations include provision of incentives to faculty and students for participation in First Year Book activities. Cost-effective strategies might include arranging for small, group-based competitions (e.g., classes for which student event attendance exceeds 85% could earn coupons for free food) or offering recognition and small prizes to faculty members who generate creative in-class assignments connected to the First Year Book.

## General Education modifications

Although Senate approval of the proposed changes to the General Education diversity requirement is not guaranteed, Senate Educational Affairs committee members have requested information about how such changes might occur. To facilitate constructive discussion and deliberation, I offer the following contextual information and implementation ideas.

1. *Current context*. At present, there are 244 unique courses approved as fulfilling DVUP (i.e., Understanding Plural Societies) requirements, which is more than are needed, and 112 unique DVCC (i.e., Cultural Competence) courses. Most DVUP courses (73.1%) have also been approved as fulfilling one or more other General Education categories; in contrast, few DVCC courses (26.1%) have also been approved to fill other General Education categories.

2. *Implementation working group*. Proposed changes to the General Education diversity requirement have generated heated discussion and concern primarily within the College of Arts and Humanities (ARHU). [11] To ensure representation of diverse perspectives and input from subject matter experts, I recommend that the conversion to new requirements (if approved by the Senate) should be guided by a General Education Implementation Working Group (GEIWG) comprised of the director for faculty diversity learning communities, volunteers or elected members from the diversity faculty board, and 2-3 faculty/TA representatives. Faculty and TA members could be awarded one-year stipends for volunteering to undertake this work. GEIWG responsibilities would include:

   a. Creating protocols for converting approved DVUP and DVCC courses to the new categories;

   b. Developing guidelines for workshops and faculty consultations to disseminate information; and

   c. Establishing procedures to streamline review of course proposals by the faculty board.

3. *Considerations for the theory-oriented courses*. The major proposed change in moving from Understanding Plural Societies (DVUP) to Understanding Structures of Racism and Inequality (USRI; proposed acronym **DVUS**) is the inclusion of a required learning outcome pertaining to systemic racism: *Analyze racism as a form of historical and systemic discrimination in the U.S. or internationally that may intersect with other forms of power and oppression*. Remaining DVUS

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[11] General Education course data show that the College of Arts and Humanities would be most affected by proposed changes.

learning outcomes were adapted from existing DVUP learning outcomes (i.e., they contribute to desired theory-oriented knowledge) and require no meaningful modification.

    a. DVUP courses for which the focus is systemic racism (including anti-Black, -AAPI, -Latino, -Indigenous people, and/or anti-Semitism) will meet DVUS learning outcomes. My cursory review of DVUP course titles indicated that 25%+ would qualify for the new category with no changes.

    b. For review and revision of DVUP courses in which systemic racism is *not* the major content focus, GEIWG members would establish standards such as a target "floor" (say, 20% to 33% or 3-5 of 15 class sessions) that deal with systemic racism. They would also propose criteria for workshops or consultations to explain the course modification process and identify a process for faculty board review of such courses (e.g., submission of addenda highlighting existing or additional assignments, readings, and/or classroom activities that discuss historical or systemic racism and/or intersections of race and other diversity attributes). Given an oversupply of DVUP courses, conversion of DVUP to DVUS courses could occur without significant difficulty.

4. ***Considerations for the practice-oriented courses***. Converting existing Cultural Competence (DVCC) courses to a Navigating Diverse Social Environments designation (NDSE; proposed acronym **DVSE**) may prove to be simple; given that the major change is to offer a larger set of skill learning outcomes from which to choose.

    a. Because the major change for these courses is to offer a larger set of target skills options, all 112 currently approved DVCC courses could be automatically converted to DVSE courses. This includes six CHSE338 (WEIDP) sections serving about 300 students annually.

    b. The major challenge would be to develop and offer enough yearly seats in approved DVSE courses to ensure that students can complete this requirement without slowing their degree progress. At present, students fill about 2000 DVCC seats per year; *an additional 6150 seats per year would be needed* if students were required to take one DVUS and one DVSE course to meet the diversity requirement.

    c. One way to ensure sufficient courses to cover 25% to 33% of needed seats would be to expand the number of WEIDP sections from 6 to 45 (2000 students) annually. The cost of such expansion would occur primarily as instructor salaries and trained undergraduate TAs could assist as co-facilitators (see CIVICUS BSCV301 for an example of student preparation).

    d. To facilitate revision of existing courses and facilitate development of new practice-oriented courses, the GEIWG would establish standards—e.g., necessary content and practice elements for approved courses. (Note that this does *not* currently exist for cultural competence courses.) As with DVUS courses, the GEIWG could also propose criteria for workshops and consultations.

    e. One promising option for meeting the new requirements would be to seek DVUS approval for a theory-oriented course and pair it with a special WEIDP section[12] to create a powerful learning experience and enable students to meet the two-course diversity requirement. Other possibilities are to offer course-conversion stipends, pedagogical training and development, and faculty learning communities to guide instructors in expanding course activities or assignments to include role-play exercises, simulations, action learning projects, or social activism.

5. Assuming a three-year conversion process, students would have the option of following current or new General Education requirements, depending on course availability and their own preferences.

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[12] WEIDP (Words of Engagement Intergroup Dialogue Program) courses are approved for DVCC credit, which would confer to DVSE courses.

## Optional diversity programs and microcredentials

Microcredentials refer generically to forms of digital certification awarded for development of specific skills or competencies. Their primary benefit derives from highlighting students' acquisition of skills valued by employers; given changing U.S. and global population demographics, demonstrated skills for working effectively with diverse populations would be considered desirable. At present, there are no universal standards associated with awarding microcredentials or badges. UMD acquired (via collaboration with the University System of Maryland) an e-portfolio platform (Porfolium) that administers and supports the creation and granting of microcredentials; however, the campus has not yet launched this feature.

On August 10, 2021, a cross-campus group of faculty and staff members involved in training students to host campus diversity dialogues with groups of their peers met to discuss shared goals and overlap in program design and delivery. At that meeting, the potential to offer a diversity microcredential was discussed. A follow-up meeting to bring this idea to fruition occurred on October 15, 2021.

The DETF proposed establishing a new optional program, the Maryland Volunteer Corps, to build students' diversity and civic engagement skills through work with a variety of communities throughout the state. Seed money would be needed to launch this effort; however, DETF members assume that this program would be funded through federal and state grant programs. Once established, the program would be designed to be part of a UMD diversity microcredential program.

Discussions within UGST, which administers the Portfolium platform, have converged on the notion that microcredential programs should include a combination of (1) credit-bearing coursework, (2) experiential learning, and (3) written student reflections about their experiences. To pursue a diversity microcredential, participating diversity dialogue programs will first need to identify pathways in students' coursework and experiences (i.e., what courses qualify? What criteria would experiential learning opportunities need to meet?). They will also need to create an administrative group to (1) review students' written reflections, (2) oversee and approve microcredential awards, and (3) generate a graphic design for the electronic badge. Finally, this group will need to work with University Career Services to market students' skills and the value of this microcredential to prospective employers.

## Modifications to major degree programs

IRPA and UGST jointly administer the Provost's Commission on Learning Outcome Assessment, which oversees learning quality assurance in all undergraduate major degree programs. Working with that group and with the assistant and associate deans for undergraduate education in the colleges, they have discussed DETF recommendations pertaining to discipline-specific diversity learning outcomes in the majors. During Spring 2021, college representatives on the Provost's Commission were given examples of current and potential diversity learning outcomes in the majors and invited to work with their faculty to generate one or more diversity learning outcome per major by Fall 2021.

During Fall 2021, IRPA, UGST and the college coordinators will begin reviewing all learning outcome assessments for each major. This group will have the opportunity to review and offer feedback on the proposed discipline-specific diversity learning outcomes, which should yield preliminary insight into the success and/or challenges each degree program is facing. Given the cooperation and support among members, it may also expand opportunities for sharing best practices. Moreover, as each college has expanded its involvement in TerrapinSTRONG, ongoing discussions with the college coordinators and with assistant/associate deans for undergraduate education may help connect work undertaken in that orientation program with diversity learning outcomes in the major.

# ANTICIPATED RESULTS

Per its charge, the DETF developed broad curriculum recommendations to foster a more inclusive, respectful campus community.  In a context marked by stark societal inequities, intense political polarization, and rampant mis- and disinformation, success depends on commitment and persistence through considerable trial-and-error.  It is not guaranteed.  This implementation plan improves UMD's chances of navigating destructive societal currents by using available data (and collecting more data as needed), anticipating and preparing for campus-wide needs, and establishing self-correcting processes.

Methodically developing and fine-tuning faculty and staff diversity training programs through both a needs and a formative assessment process can dramatically reduce the types of missteps that create tension in other educational settings.[13]  If the proposed General Education modifications are adopted, involving faculty experts and ODI staff to co-create training and guidelines for theory-oriented diversity courses would improve both faculty buy-in for these changes and the quality of courses offered.  Furthermore, reliance on approaches that have proven successful in prior curriculum changes (e.g., faculty learning communities) will improve the transfer of learning, skills, and best practices throughout campus.

Achieving the larger goal of fostering a more inclusive, respectful community through proposed curriculum changes depends on numerous intervening steps; however, several key components of the plan can aid in this process.  Providing training on inclusive teaching practices for all instructional faculty may not guarantee full adoption, but it does reduce the likelihood of offensive, inappropriate, or hostile treatment in classroom and other settings.  Likewise, hiring a diversity assessment expert to lead and coordinate diversity program evaluation across campus makes it more likely that faculty and staff can address any problems with training and/or coursework as implementation unfolds.

In addition to improving access to faculty and staff experts who can ease adoption of inclusive, dialogical, and practice-oriented pedagogical approaches, adding staff members in two campus-wide units (ODI and TLTC) that are in high demand reduces the strain on current staff members which in turn enables them to provide access to a wider range of instructional consultation services and workshops.  As such, the implementation plan not only expands UMD's capacity to improve undergraduate diversity instruction, it also improves dissemination of inclusive classroom practices and enhances teaching skills more broadly.

Finally, potential indirect benefits include a more collegial, inclusive faculty and staff work environment as they begin to generalize skills acquired for undergraduate teaching, as well as improved relationships between the University and local Prince Georges County community.  Implementation of the plan also holds promise for improving UMD's standing among institutional peers and in local and national media.  For example, the proposed scope and scale of ODI's Facilitation Academy is unique among R-1 universities, as is adoption of discipline-specific diversity learning outcomes in all major degree programs.

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[13] Matt Bliz, July 15, 2021; Loudoun County Schools are Grappling with Racism—and Garnering National Attention, https://dcist.com/story/21/07/15/loudoun-county-schools-are-grappling-with-racism-and-garnering-national-attention/; James Oliphant and Gabriella Borter, June 23, 2021, Partisan War over Teaching History and Racism Stokes Tensions in U.S. Schools, https://www.reuters.com/world/us/partisan-war-over-teaching-history-racism-stokes-tensions-us-schools-2021-06-23/.