

UNIVERSITY OF MARYLAND TERRAPINSTRIDE: STRENGTH THROUGH INCLUSION, DIVERSITY & EQUITY EDUCATION

Diversity Education Task Force Implementation Plan, March 2022, Version 6

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i This report outlines a companion program to TerrapinSTRONG, tentatively titled TerrapinSTRIDE, to implement undergraduate curriculum changes that will foster a more inclusive, respectful campus community: (1) enhance first year diversity education programs; (2) modify General Education diversity courses to require practice and include discussion of racism; (3) enhance incentives for voluntary UMD diversity programs; and (4) add discipline-specific diversity, equity and inclusion learning outcomes in all undergraduate major degree programs.

Closely aligned with UMD's new strategic plan, TerrapinSTRIDE relies on five sources of institutional support (an implementation steering committee, hiring several key positions, modifying human resource practices, coordinated diversity assessments, and administrative fine-tuning) to drive coordinated curricula change via data-driven consultation and collaboration, tailored instructor training and development, and incentives. Successful implementation of this innovative undergraduate curriculum should contribute to improved instructional support capacity and a stronger reputation in the local community and among institutional peers.

OVERVIEW

Responding to 2016 student demands for improved safety and equity, polarized political rhetoric, and the racially motivated campus murder of LT Richard Collins, former Provost Mary Ann Rankin convened a Diversity Education Task Force (DETF) to review and propose improvements to UMD's undergraduate curriculum. The [DETF final report](#) offered four complementary sets of changes aimed at transforming the campus diversity climate. This document highlights links with UMD's strategic plan, estimates critical tasks and activities, and offers a timeline for implementing changes.

Goals of Undergraduate Diversity Curriculum Changes

Proposed DETF curriculum changes were developed to foster a more inclusive, respectful campus community. Although stated curriculum change objectives focus on desired **student** learning outcomes (e.g., students will reflect on factors affecting their own identity formation; recognize societal structures that confer power and privilege; see page 10 of the [DETF report](#)), achieving those student outcomes hinges on the care and skill with which **faculty and staff** revise and deliver revised curricula. Thus, this approach embeds diversity climate change into instructors' reflection and continuous improvement efforts.

DETF Recommendations and UMD's Strategic Plan

Four sets of curriculum changes were envisioned to target distinct phases of students' undergraduate experiences: first year programs; General Education; voluntary diversity programs; and major degree programs. The goals and proposed curriculum changes in many ways anticipated key features of UMD's 2022 strategic plan. A short description of each with links to the strategic plan is shown below.

- **First year programs.** We recommended enhancing UNIV100 instructor training, integrating these courses with TerrapinSTRONG, and increasing participation in the First Year Book program.

- **General Education.** The core recommendation involves changing the General Education diversity requirement so that students take one theory-oriented **and** one practice-oriented course and modify learning outcomes in both course categories (add a required discussion of systemic racism in the theory course; broaden skill to include civic engagement in the practice course).
- **Voluntary diversity programs.** This involves creating a diversity microcredential to market the value of voluntary campus diversity/civic engagement programs to prospective employers and adding a new Maryland Volunteer Corps to the set of program options.
- **Major degree programs.** This recommendation entails adding discipline-specific diversity learning outcomes in all undergraduate majors, using these to deliver discipline-specific diversity content, and embedding continuous improvement in annual learning outcome assessment processes.

DETF Recommended Curriculum Changes	UMD 2022 Strategic Plan Pillars & Initiatives		
	Pillar 1: Reimagine learning	Pillar 2: Take on grand challenges	Pillar 3: Invest in people & communities
First year programs <ul style="list-style-type: none"> • Enhance UNIV100 instructor training + integrate with TerrapinSTRONG • Increase First Year book event participation 	<ul style="list-style-type: none"> • Expand education accessibility through equitable, inclusive design & delivery • Grow programs enabling connection with community 		<ul style="list-style-type: none"> • Introduce history, values, ongoing efforts for inclusive campus • Invest in capacity of Terps to learn, work, lead & engage in dialogue across difference
General Education <ul style="list-style-type: none"> • Require a practice course • Racism learning outcome • Broaden practice to include civic engagement 	<ul style="list-style-type: none"> • Expand education accessibility through equitable, inclusive design & delivery • Rethink & reconfigure learning environments 	<ul style="list-style-type: none"> • Put interdisciplinary grand challenges at center of curriculum (discussion of systemic racism; practice course action learning projects) 	<ul style="list-style-type: none"> • Invest in capacity to learn, teach, work & engage in dialogue across difference
Voluntary diversity programs <ul style="list-style-type: none"> • Diversity microcredential • MD Volunteer Corps 	<ul style="list-style-type: none"> • Develop & coordinate volunteer & civic engagement opportunities 		<ul style="list-style-type: none"> • Create plan to tackle social justice, antiracism through education & outreach
Major degree programs <ul style="list-style-type: none"> • Incorporate DEI learning outcomes in all majors 	<ul style="list-style-type: none"> • Expand education accessibility through equitable, inclusive design & delivery • Rethink & reconfigure learning environments 	<ul style="list-style-type: none"> • Put interdisciplinary grand challenges at center of curriculum (i.e., discipline-specific diversity challenges) 	<ul style="list-style-type: none"> • Invest in capacity to learn, teach, work & engage in dialogue across difference

IMPLEMENTING DIVERSITY CURRICULUM CHANGE: TERRAPINSTRIDE

Proposed Implementation Actions

To implement change, we propose a *curriculum-focused companion* to TerrapinSTRONG, tentatively titled **TerrapinSTRIDE** – STRength through Inclusion, Diversity & Equity Education. This companion program would involve: (1) investments in foundational institutional supports—which include creation of a campus-wide steering committee; additional training, consultation, and assessment resources; modified HR practices; and dedicated administrative efforts to “fine-tune” implementation; and (2) specific activities—data-driven consultation and collaborations, tailored instructor training, and incentives—focused on implementing each category of curriculum change. The table below depicts these elements.

Changes & Plan Elements	Recommended Areas for Undergraduate Curriculum Change			
	First-Year Programs	General Education	Voluntary Diversity Programs	Major Degree Programs
Specific DETF-proposed changes	<ul style="list-style-type: none"> Integrate UNIV100 + TerrapinSTRONG Enhanced UNIV100 instructor training Improved First Year Book participation 	<ul style="list-style-type: none"> Require theory + practice course Systemic racism learning outcome Practice learning outcomes include civic engagement 	<ul style="list-style-type: none"> Create & market diversity microcredential to employers Launch Maryland Volunteer Corps 	<ul style="list-style-type: none"> Incorporate DEI learning outcomes in all UG major degree programs; these become part of ongoing campus learning assurance for Middle States Accreditation
Data-driven consultation & collaboration	<ul style="list-style-type: none"> Diversity assessment expert to collect & analyze feedback, collaborate on improvement design 	<ul style="list-style-type: none"> GEDI working group will specify & disseminate requirements Conduct faculty needs assessment Consultations on course creation & development 	<ul style="list-style-type: none"> Support & guidance from UGST to leverage Portfolium tool 	<ul style="list-style-type: none"> Consult with faculty experts, learning-communities director, Libraries, diversity assessment expert & TerrapinSTRONG staff Create resources for discipline-specific DEI issues
Tailored instructor training & development	<ul style="list-style-type: none"> Training for UNIV100 instructors (e.g., N4, learning communities) Training & best practices sharing for TerrapinSTRONG workshop providers 	<ul style="list-style-type: none"> Launch learning communities (overlap with degree program work) Offer ODI/TLTC training tailored to faculty needs 	<ul style="list-style-type: none"> Identify & share best pedagogical & assessment practices across dialogue programs 	<ul style="list-style-type: none"> Launch learning communities (overlap with GenEd work) Offer ODI/TLTC training in inclusive classroom teaching & tailored to specific faculty needs
Incentives	<ul style="list-style-type: none"> Stipends or contests for First Year Book participation Contests or swag for attendance at First Year Book events 	<ul style="list-style-type: none"> Stipends for new practice-oriented courses Release time for faculty experts to support consultations 	<ul style="list-style-type: none"> Provide time & support to set up administrative structure Market diversity microcredential to employers 	<ul style="list-style-type: none"> Consider release time to identify, develop, and/or pilot test curriculum changes Identify & support faculty disciplinary mentors for students (e.g., LGBTQ+)
Foundational institutional support	<ul style="list-style-type: none"> Implementation steering committee: needs vary widely across our large, decentralized campus; thus it is critical to ensure ongoing information flow from & coordinate resource deployment with academic units. Training & consultation: a director for faculty diversity learning communities and support from redeployed faculty experts are essential for identifying and responding effectively to faculty needs. Campus support offices will likely need staff to meet increased training and consultation demands; this may be accomplished by hiring additional contingent staff. Finally, campus diversity training programs rely heavily on unpaid facilitators for stimulating small group discussions; this resource will be exhausted if UMD fails to track, train, and compensate them for their contributions. 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 instructional and curriculum changes. Assessment: a campus-wide needs assessment and diversity training program evaluations should be coordinated, conducted, and used to make informed decisions about course and training program effectiveness. A full-time diversity assessment specialist to lead these efforts is critical. 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 online Race & Equity Institute would provide a common frame of reference and support for such work. <p><i>Highlight = no or small additional cost and/or shifts in duties of current faculty & staff</i></p>			

Note that implementing each area of curriculum change entails the same basic activities (consultations, instructor training, incentives). Cost-effective deployment of institutional resources will depend on data-driven decision making (i.e., collecting and using reliable assessment data) for resource allocation.

Assumptions

Assessment needs. UMD employs several outstanding assessment experts; yet none focuses exclusively on diversity or is positioned to lead or coordinate campus diversity assessments. Having a full-time expert assigned to designing, overseeing, compiling, and disseminating quantitative and qualitative data on campus instructional needs, diversity climate data, training initiatives, and instruction quality

would supply critical information for making decisions about where and how to use campus resources. Important unknown factors include the number of instructors needing training and consultation and the amount and type of training needed.

Training needs. Absent specific needs assessment data, four types of training appear broadly relevant for implementing proposed curriculum changes. The first is **inclusive classroom teaching practices**, which is important given that the 2018 campus diversity survey showed that classrooms are the most common location in which students experience exclusionary, hostile behavior. The second is an online program from the non-profit group, [Narrative 4](#), which teaches empathy via storytelling; it is currently being offered to UNIV100 instructors. The third type focuses on instructional skills needed to **facilitate diversity dialogues**; it is currently offered on a limited basis through a few existing campus programs (e.g., [WEIDP](#), [Common Ground](#)). Finally, training in **practical skill-building pedagogies** (such as how to teach conflict resolution, consensus building, and effective teamwork skills) using approaches such as role-play exercises or simulations may be needed to achieve skill-focused learning outcomes.

Implementation Timeline

Successful implementation requires *coordinated* changes within academic units and in the campus-wide systems that support and maintain accountability within academic units. To indicate how various components might work together over time, the table below offers an activity overview by year and level.

Year	Level of Activity	Major Tasks
AY2022	Foundational institutional support	<ul style="list-style-type: none"> • Create and charge an implementation steering committee • Hire & on-board 1 diversity assessment staff member • Hire & on-board 1 director of faculty diversity learning communities
	Faculty/staff training & incentives	<ul style="list-style-type: none"> • Pilot-test training & incentives with 8-12 volunteers (train, collect formative assessment data, set up pilot learning community) • Assess impact of Narrative 4 training for UNIV100 instructors
AY2023	Foundational institutional support	<ul style="list-style-type: none"> • Recruit 2-3 faculty experts to serve in temporary faculty development roles • Begin launching diversity faculty learning communities in each academic unit • Launch campus-wide instructor needs assessment & compile assessment information on TerrapinSTRONG
	Faculty/staff training & incentives	<ul style="list-style-type: none"> • Consult with faculty in major degree programs to respond to training & instructional design needs based on DEI learning outcomes in major degree programs • Compile database of volunteer diversity discussion facilitators
	Specific curriculum changes	<ul style="list-style-type: none"> • <i>If successful</i>, expand Narrative 4 training for UNIV100 instructors • Offer incentives to participate in First Year Book program activities • Work with the Office of Community Engagement & Campus Fabric to create Maryland Volunteer Corps and generate grant proposals to solicit funding • Coordinate development of campus diversity microcredential program • Launch General Education Diversity Implementation (GEDI) working group
AY2024	Foundational institutional support	<ul style="list-style-type: none"> • 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

Year	Level of Activity	Major Tasks
		<ul style="list-style-type: none"> Modify faculty performance review system to seek for information about faculty development participation, inclusive classroom pedagogy, and mentoring of historically marginalized students & junior faculty members
	Faculty/staff training & incentives	<ul style="list-style-type: none"> Ramp up campus-wide training (e.g., Facilitation Academy) with faculty experts and/or training & development staff to support TerrapinSTRIDE and curriculum changes within major degree programs Begin tracking & compensating volunteer diversity discussion facilitators Launch GEDI Working Group to develop & share course guidelines, workshops & consultation protocol
	Specific curriculum changes	<ul style="list-style-type: none"> 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 Work with University Career Services to market diversity microcredential to prospective employers <i>If appropriate</i>, begin review process within Diversity General Education Faculty Board for conversion of DVUP to DVUS courses and DVCC to DVSE courses. <i>If appropriate</i>, offer course development incentives & consult with faculty to seek approval for 20 DVSE General Education courses <i>If appropriate</i>, expand instructor training for WEIDP & add 10 sections
AY2025	Foundational institutional support	<ul style="list-style-type: none"> Issue President and Provost requests to review data on instructor participation in inclusive classroom pedagogy training sessions & campus climate data Sponsor friendly campus-wide competition to highlight advancements in TerrapinSTRONG and TerrapinSTRIDE major degree program modifications & publicize success stories
	Faculty/staff training & incentives	<ul style="list-style-type: none"> Use quality improvement data to modify and enhance current training programs Welcome instructor cohorts into Facilitation Academy and Supplemental Instruction programs; conduct ongoing assessment and fine-tune approach Expand participation in diversity faculty learning communities across campus
	Specific curriculum changes	<ul style="list-style-type: none"> <i>If appropriate</i>, seek development and approval of 20 DVSE General Education courses <i>If appropriate</i>, expand instructor training for WEIDP & add 10 sections Evaluate learning from and value of diversity microcredential Review assessment data on TerrapinSTRONG & TerrapinSTRIDE undergraduate degree program changes & identify areas for improvement