

2018-2020 DIVERSITY EDUCATION TASK FORCE REPORT

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i *The Diversity Education Task Force was charged with examining campus diversity and civic engagement initiatives and recommending undergraduate curriculum improvements aimed at fostering a more inclusive, respectful community. Through extensive research and interviews, we pinpointed key features such as the need to give special attention to students' first-year experiences, promote positive identity development for both minority and majority students, provide skill-building instruction, address persistent campus climate problems (e.g., racism), and improve relevance with a focus on discipline-specific examples. We also uncovered important tradeoffs and constraints, including balancing mandatory versus voluntary components, considering disproportionate effects of changes on specific academic units, and resource implications. Based on extensive research and analysis, we proposed four sets of recommendations: enhancing introductory activities for new students; modifying the General Education diversity curriculum by expanding the set of required learning outcomes to address racism and build skills; offering microcredentials for optional diversity and civic engagement programs; and encouraging all major degree programs to include discipline-specific diversity content. This report summarizes findings, explains the rationale and the tradeoffs considered, and describes each proposal in depth. Additional information is available at www.ugst.umd.edu/detf.html.*

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TASK FORCE CHARGE AND SCOPE

Background

This report summarizes the findings and recommendations of the **Diversity Education Task Force (DETF)**, which was convened by Provost Mary Ann Rankin during summer 2018 to supplement the work of the Joint President/Senate Inclusion and Respect Task Force. The 2017-2018 Joint President/Senate Task Force had been formed to examine campus diversity and inclusion initiatives in nine areas other than curriculum and classroom programs, as noted in its April 2018 report:

“In developing the charge, the President and Chair of the Senate focused the Task Force’s work on programming efforts and initiatives **primarily outside of the classroom**. Consideration of opportunities to refine and better utilize diversity, equity, and inclusion themes in the curriculum, such as through General Education requirements, is an **important task that should be led with singular focus by the faculty**.” (p. 7, emphasis added).

Our mandate began where the Joint President/Senate task force ended—that is, to investigate and offer recommendations for improving campus undergraduate diversity education as a means to **“foster a more inclusive and respectful campus community.”** In addition, we were tasked with exploring potential synergies between diversity education and campus *civic engagement* initiatives, a topic of interest to the University System of Maryland and then-President Wallace Loh. **Appendix A** includes our formal charge and describes how we conceptualized these dual aims.

Context

Reports from two prior efforts¹ to revise the undergraduate diversity curriculum noted that UMD’s historical context plays a pivotal role in motivating and focusing recommendations. That observation remains valid here: the formation of our own and the Joint President/Senate task forces as well as our inclusion of civic engagement education can be traced to **broad student demands precipitated by the polarizing 2016 national election**,² followed by the May 2017 racially-motivated campus murder of Bowie State University student, Lt. Richard Collins III. Against that backdrop, we adopted a broad definition of diversity (i.e., race, gender, sexual orientation, religion, etc.) and concentrated on developing students’ skills for constructive civic interactions as an aim of instructional revision.³ This broad definition and objective informed our data collection and internal debate over the value–feasibility tradeoffs for four sets of recommendations. In late February–early March 2020, we solicited input from key campus constituents who would be involved in implementation and began drafting the DETF report.

Since then, our context changed dramatically. The global COVID-19 pandemic precipitated an abrupt, prolonged shift to online instruction and work as well as devastating health consequences and extreme economic hardship, especially within communities of color.⁴ Publicity surrounding the murder of and

¹ These are the 2004 *CORE Diversity Task Force Recommendation* and the 2010 [Transforming General Education](#) reports.

² <https://www.washingtonpost.com/news/answer-sheet/wp/2016/12/28/64-demands-by-u-md-student-coalition-include-prayer-rooms-in-every-major-building-shuttles-to-muslim-center/>

³ Briefly, civic engagement, as defined by and for the Task Force, refers to the capacity to communicate effectively and work together constructively across a range of differences, including (but not limited to) demographic, cultural, and political differences.

⁴ Rachel Treisman, March 31, 2021, *CDC: COVID-19 was 3rd Leading Cause of Death in 2020, People of Color Hit Hardest*, NPR; <https://www.npr.org/sections/coronavirus-live-updates/2021/03/31/983058109/cdc-covid-19-was-3rd-leading-cause-of-death-in-2020-people-of-color-hit-hardes>.

attacks on Black and Asian targets has sparked widespread acknowledgement of serious, long-standing racial inequities. The combined roles of partisan polarization and white supremacist ideologies in perpetrating violence at the U.S. Capitol on January 6, 2021,⁵ underscored an urgent need to counteract racist ideologies while also finding constructive ways to channel political frustration. Finally, both UMD and the federal government have undergone significant leadership changes at senior levels.

Amid seismic shifts in campus leadership, salient elements of diversity, and instructional delivery methods, we shared task force recommendations during AY2021 with faculty members and their college governance committees, various campus constituents (including members of the University Senate's Educational Affairs Committee), and senior campus leaders. Their responses, feedback, and concerns prompted the task force to modify and clarify the original Fall 2020 report. This **Fall 2021 updated report**, along with information on the [task force website](#), offer fuller background, details, and data for DETF recommendations. A detailed draft implementation plan is also now available.

Focus of report

Based on its charge (see Appendix A), the DETF formulated the following questions to guide its data collection, analysis, and recommendations:

1. What are the **characteristics of effective diversity education** and how might these overlap with civic education and engagement initiatives?
2. What **range and depth of diversity and civic undergraduate education is currently offered** on campus and in what units is this offered?
3. What steps should be taken to **build on, modify, and strengthen approaches to diversity and civic education** currently offered at UMD?
4. How might such **modifications be introduced and scaled** for delivery to all undergraduate students?

These questions are addressed in sequence in the following sections of this report.

DATA COLLECTION AND ANALYSIS

Our data collection and analysis efforts involved (1) understanding attributes of effective diversity and civic education, (2) identifying current forms and sources of diversity and civic education on campus and campus constituents' assessments of those initiatives, and (3) clarifying data about the campus diversity climate as context for our work. Below, we summarize information sources consulted and our findings.

Data sources

A key source in our understanding of effective diversity and civic education was a 2016 Association for the Study of Higher Education (ASHE) report, *Rethinking Cultural Competence in Higher Education: An Ecological Framework for Student Development*, by Edna Chun and Alvin Evans. These authors reviewed published research and interviewed higher education scholars from across the country to

⁵Christine Fernando & Noreen Nasir, January 14, 2021, Years of White Supremacy Threats Culminated in Capitol Riots, Associated Press; <https://apnews.com/article/white-supremacy-threats-capitol-riots-2d4ba4d1a3d55197489d773b3e0b0f32>; Paul D. Shinkman, March 2, 2021; *FBI Director Wray: No Apparent Antifa Involvement in Jan. 6 Attack*, U.S. News and World Report, <https://www.usnews.com/news/national-news/articles/2021-03-02/fbi-director-wray-no-apparent-antifa-involvement-in-jan-6-attack>.

capture emerging trends and approaches. In so doing, they laid the groundwork for our inquiry and we drew heavily from their findings and conclusions.

In addition, the DETF met with many constituents to learn about diversity and civic education efforts on campus, including groups of students, faculty, and staff. Individuals and programs of interest included:

- Former President Wallace Loh
- Former Provost Mary Ann Rankin
- Dr. Carlton Green, Director of Training and Education, Office of Diversity and Inclusion (ODI)
 - The Words of Engagement Intergroup Dialogue program (WEIDP), which is a series of 1-credit courses administered through ODI that meet the General Education Cultural Competence learning outcomes
- Dr. Scott Roberts, then Interim Director in the Teaching and Learning Transformation Center
 - Workshops for faculty on difficult dialogues in the classroom
- New Student Orientation
 - Diversity skits during orientation programs
 - UNIV100 (Introduction to the University) diversity components, including the Sticks+Stones program used in UNIV100 pilot study
- Faculty affiliated with General Education
 - Academic Writing Program, which has a pilot project to revise its standard syllabus with a diversity and inclusion focus; developing training and support of faculty to help students grapple with controversial or difficult topics and engage others' points of view
 - Oral Communication Program, which has civic engagement pilot project
- Department of Resident Life
 - Common Ground Multicultural Dialogue program
 - Collaboration with the Clarice in 2017-18
- Fraternity and Sorority Life, specifically its Diversity and Inclusion chapter chairs
- Campus Fabric (a network of faculty and staff collaborating to offer community and service-learning opportunities)
- The First Year Book program
- Do Good Institute, which infuses civic content into classes and projects across campus
- The Clark School of Engineering and staff involved in its Empowering Voices pilot project during fall 2018
- Counseling Center's Kognito online training modules for faculty and students (since discontinued)
- Athletics diversity training in Gossett Center
- Proposed SGA leadership training for Recognized Student Organizations (through the Stamp)
- Student Advisory Board for the Dean for Undergraduate Studies
- Academy of Innovation and Entrepreneurship, which hosted a design sprint with students, faculty, and staff regarding diversity education
- Listening sessions with faculty members who teach General Education diversity courses (held online on [December 11](#) and [16](#), 2020; and on [January 19](#) and [February 1](#), 2021)

Finally, we reviewed historical documents underlying adoption of current General Education diversity requirements and recent campus reports assessing UMD's diversity climate to understand the context. These included: the December 2010 report, [Transforming General Education](#) and the 2004 report that preceded it, *CORE Diversity Task Force Recommendation*; the [2018 Campus Climate Survey Preliminary Report](#); an external review (June 2018) and self-study (n.d.) of the Office of Diversity and Inclusion; and a

2017 report, *Diversity and Inclusion at College Park: Perspectives on Institutional Assets*, by Kevin Allison, Association of Colleges and Employers Fellow. In addition, the 2018 Board of Regents report of the University System of Maryland, *USM BOR Workgroup Report on Civic Learning and Democratic Engagement*, offered background about civic learning and engagement goals for member institutions.

Findings

Characteristics of effective diversity education

ASHE report findings

In addition to supplying useful background regarding how *cultural competence* (as part of diversity education) has been conceptualized, the ASHE report outlined desired outcomes of diversity and democracy education, clarified institutional and contextual factors that affect success in achieving these outcomes, and offered recommendations for implementing effective diversity education initiatives. The authors noted that effective diversity education begins with the understanding that *culture* is not static; it varies over time as well as within and between sociocultural groups and intersects with attributes of students' identities (e.g., the impact of race varies depending on one's gender, age, religion, etc.). Effective diversity education is built on the foundational acknowledgement that identity groups vary in access to power in ways that are profoundly affected by historical, political, and economic contexts and that membership in these groups can be fluid. Students' own identities and the development of healthy, valued identity are pivotal aspects of their learning.

Underscoring the importance of the Joint President/Senate Task Force work, authors Edna Chun and Alvin Evans observed that university contexts have enormous impact on the design and anticipated outcomes of diversity education initiatives. Historical legacy, demographic diversity, psychological and behavioral climate, and existing organizational structures, policies, and procedures regarding diversity have profound effects on what and how students learn. For example, predominantly White universities such as UMD often lack the demographic diversity, policies, and procedures needed to create campus climates welcoming to faculty and students of color. This in turn impairs the campus infrastructure for teaching and learning about racial differences in curricular and informal settings; moreover, poorly implemented diversity educational initiatives may polarize or alienate majority and minority students.

Regarding effective diversity education, Chun and Evans highlighted the importance of supporting students' identity development and promoting perspective-taking, compassion, and intergroup learning. They emphasized the need to consider and evaluate how diversity education programs address identity development among both majority and minority students and recommended the Words of Engagement Intergroup Dialogue Program (WEIDP) as the "gold standard" for building practice-oriented skills such as perspective taking and cross-group interactions. Additional points include that (1) students' first year experiences are formative in their diversity skill development; (2) empirical research indicates greater positive attitude change among students who have two or more diversity and inclusion courses (i.e., preliminary exposure and later reinforcing content); and (3) faculty members need ongoing development in how to create and ensure culturally inclusive classroom environments.

Overlap with civic engagement education

Regarding *civic education and engagement*, the Board of Regents (BOR) of the University System of Maryland (USM) originally identified this issue in its 2010 strategic plan and emphasized it again in 2018 due to concerns about the "current cultural landscape of divisiveness and polarization, and the troubling trends in America's overall civic health" (*USM BOR Workgroup Report on Civic Learning and Democratic*

Engagement, p. 5). The BOR workgroup recognized challenges associated with implementing civic engagement initiatives that match those associated with implementing diversity education initiatives, noting for example that the “complexities of managing difficult conversations in and out of classrooms” necessitates greater support for professional development of faculty members (pp. 20-21).

Consistent with this, the ASHE report explicitly linked diversity education with democracy outcomes. Chun and Evans argued that, to function effectively in democratic nations characterized by ethnic, racial, religious, and economic diversity, citizens need to be aware of the implications of such differences as well as how to negotiate them constructively. In summary, the USM and ASHE reports both indicated that effective civic engagement education entails the development of practice-oriented skills associated with listening across areas of difference, finding common ground, creative problem-solving, nonviolent conflict resolution, coalition-building, and advocating successfully for change. Accordingly, facilitating such skill development became an important focus of the DETF recommendations.

Existing campus diversity and civic education programs

Range and depth of campus diversity and civic education

One important asset for revising the diversity and civic education curriculum is the large number of scholars who research and teach content relevant to diversity, inclusion, and civic engagement on our campus. Appendix C includes a partial list of the colleges, schools, and departments with faculty experts can both inform the development and delivery of stimulating workshops and courses and contribute to related programs seeking to augment their courses and curriculum.

As shown in Appendix D, UMD also offers a patchwork of campus-wide and college-specific educational programs pertaining to diversity and civic engagement. At the campus level, many (not all) freshman and transfer students enroll in UNIV100 or a comparable introductory course that includes a diversity-related learning outcome (i.e., to understand that diversity is not limited to categorical descriptions such as race, gender, and sexual orientation). All incoming freshmen are invited to participate in the First Year Book program, which historically has had substantial diversity, inclusion, and civic engagement aspects (e.g., *March Book 3* by John Lewis, Andrew Aydin and Nate Powell). Although copies of the first year book are free to all incoming freshmen, the extent of students’ participation in campus events and activities depends on active participation of faculty members teaching their courses.

General Education diversity requirements

The 2010 [Transforming General Education](#) modifications to the previous CORE diversity requirement increased the number of needed courses from one to two and shifted the focus of these courses from celebrating differences to (1) understanding the complexities of pluralism⁶ and (2) moving from theory to practice.⁷ The goal of this change was to expand the set of courses to include those that would teach skills needed “to live in a globally competitive society” (see p. 25), and all Words of Engagement Intergroup Dialogue Program courses⁸ (currently offered through the College of Education and coordinated by the Office of Diversity and Inclusion) were approved for the Cultural Competence designation. However, lingering concerns about whether the campus could supply enough courses to teach practice-oriented learning outcomes (i.e., “effectively use skills to negotiate cross-cultural situations

⁶ This became the Understanding Plural Societies (DVUP) category within the General Education Diversity requirement.

⁷ This became the Cultural Competence (DVCC) category within the General Education Diversity requirement.

⁸ WEIDP courses are offered in a 1-credit format and, due to their highly interactive pedagogy, each section is limited to about 15-18 students with one or two instructors trained by staff in ODI.

and conflicts”) prompted modifications to the requirement. Currently, students have the option to take *either* (1) two Understanding Plural Societies courses, *or* (2) one Understanding Plural Societies and one Cultural Competence course.

At present, most students fulfill the General Education diversity requirement by taking two Understanding Plural Societies courses: since AY2015, an average of 17,075 Understanding Plural Societies seats (88%) have been offered yearly, versus an average of 1861 Cultural Competence seats (12%). Note that nearly three-fourths of the courses approved for the Understanding Plural Societies designation (73%) are also approved for other General Education designations, such as Humanities (37.4%), History and Social Sciences (35.9%), or I-Series (15.6%; all I-Series courses are linked with distributive studies courses) or for Scholarship in Practice (5.4%). In contrast, only about a quarter of Cultural Competence courses (26.1%) have been approved for other designations: 13% are approved for Scholarship in Practice, 9.6% for I-Series, 6.1% for History and Social Sciences, and 4.3% for Humanities. As a result—and notwithstanding organized student requests for more skill-focused courses—students find it more efficient to complete their General Education requirements by enrolling in two theory-oriented courses.

Another challenge for Cultural Competence courses is the required practice-oriented learning outcome: approved courses must offer instruction and opportunities for students to practice managing conflicts effectively with those whose social identities differ from their own. Although these types of practice-oriented courses are offered routinely in some departments (e.g., Communications) and professional schools, they rely on pedagogical approaches unfamiliar to many instructors (e.g., role-play exercises, simulations, action learning projects). To increase their availability in 2014 and 2016, former Chief Diversity Officer Kumea Shorter-Gooden offered a pedagogical workshop and tiered stipends to faculty members willing to redesign their courses to earn a Cultural Competence designation. She succeeded in boosting the number of such courses by nearly 20% (n = 18).

Finally, due to agreements with state community colleges, note that about 16% of UMD undergraduate students transfer into campus having fulfilled their General Education requirements by completion of their associate degrees at Maryland state community colleges. As a result, these students typically do not take any courses approved for the General Education diversity requirement.

College diversity and civic engagement education

Beyond campus-wide diversity and civic engagement coursework, UMD offers a variety of optional experiences to increase students’ understanding of and experience with people whose identities differ from their own. For example, Global Classroom courses, Education Abroad, Civic Engagement Abroad, and the Global Studies minor programs provide highly engaging coursework and experiences. Within specific majors, students also gain exposure to coursework in diversity and/or civic engagement. For example, the School of Public Health requires students in all majors to complete coursework pertaining to diversity and inclusion due to recent changes in professional accreditation requirements. Formal programs, such as the Do Good Institute, and informal networks, such as the Campus Fabric coalition, offer guidance to faculty members who wish to include meaningful service learning opportunities in their courses or programs. These programs are worthwhile and valuable to students who seek them out; yet, as with existing campus-wide initiatives, they do not reach all undergraduate students.

Current campus diversity climate

Because the DETF was tasked with fostering “a more inclusive and respectful community” through recommended changes in the undergraduate curriculum, findings from the [ODI self-study](#), external review, and [campus climate survey](#) proved invaluable. Key findings include the following points.

- The ODI External Review and Self-Study each concluded that prior campus hate bias incidents (e.g., a noose hanging in a fraternity house, swastikas drawn in buildings, and anti-LGBT language posted in dorms) created uncertainty about administrative leaders' and faculty members' commitment to inclusion and diversity, as well as pressure "to raise awareness among staff and faculty of the needs of diverse students and increase their knowledge of how they might be served" (External Review, p. 10).
- The Campus Climate Survey found the following pattern of findings relevant to our charge:
 - Members of underrepresented groups perceived a less favorable *campus climate for diversity and inclusion*; this perception was most pronounced among Black/African American students, faculty, and staff. Among all respondents who reported personal experience with hostile, inappropriate or biased treatment at UMD, *racial bias* was cited most frequently (p. 7).
 - Faculty were rated below the campus average and fourth lowest overall (slightly above UMPD, Athletics, and Greek Life) in valuing diversity and inclusion. Students reported the lowest *sense of belonging* on campus (relative to faculty, staff, and administrators).
 - Individuals who reported feeling the least *physically and emotionally safe* on campus included those from the following groups: Black/African Americans, non-binary, LGBTQ, those with disabilities, ultra-conservative and ultra-liberal political orientations, and students.
 - More detailed breakdowns using [interactive survey data](#) found that 6% of students indicated that they had experienced offensive, hostile, inappropriate or biased conduct that interfered with their learning experiences at UMD, and another 10% were unsure. The most commonly cited bases for negative treatment were: racial identity (13%), ethnic identity (8%), gender identity or expression (8%), and politically conservative views (8%). The most common location in which students reported experiencing negative treatment (20%) was in a classroom; such treatment included derogatory verbal remarks (22%), ignoring or exclusion (19%), and hostile classroom environment (11%).
 - Interactive data also indicated that among students who reported witnessing offensive, hostile, inappropriate or biased conduct that interfered with their UMD learning experiences, the most common bases were racial identity (23%), ethnic identity (15%), gender identity (15%), and politically conservative views (15%). Again, the most frequent location in which students observed such negative treatment was in classrooms (10%).
 - The Campus Climate Study final report concluded that "... the classroom was the largest opportunity at UMD to integrate diversity and inclusion. Suggestions about how to best approach academic integration varied from establishing a required class to embedding diversity and inclusion into every class" (p. 26).

These reports revealed that UMD students, faculty, and staff desire more consistent, comprehensive diversity education both in and outside the classroom. At the same time, the 2017 *Diversity and Inclusion at College Park: Perspectives on Institutional Assets* and the ODI Self-Study reports indicate that although a wide variety of campus diversity and inclusion initiatives do exist, these have typically been created to meet needs within specific units across a large, decentralized campus. As a consequence, these initiatives may simultaneously duplicate effort while isolating their impact within specific units.

Desired diversity and civic education outcomes

An overarching goal of this and related campus initiatives is to move toward a campus climate and community that embraces the aspirational values articulated in the 2018 Joint President/Senate Inclusion and Respect Task Force: united, respectful, secure and safe, inclusive, accountable, empowered, and open to growth. The 2016 ASHE report suggested that successful campus-wide movement requires

coordinated, large-scale organizational changes, including: clear, consistent communications and internal marketing; broad training initiatives for faculty and staff; close examination and modification of inconsistent campus policies and practices (especially human resources policies); and reconsideration and possible realignment of the campus organizational structure. These institutional changes directly affect faculty and staff motivation and capability to implement curriculum modifications.

Against that background, the DETF identified the following broad outcomes as aims of proposed changes and benchmarks against which to assess progress.

As a result of changes in UMD's diversity, inclusion and civic education curriculum, 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.

Campus concerns and considerations

In an organizational system as large and complex as UMD, undergraduate curriculum changes will inevitably disrupt assumptions and practices that support the status quo both within and across academic units. In recommending changes, we sought to balance the desired benefits of a revised curriculum against the likely drawbacks and, where possible, to minimize potential harm to campus constituents. We share a summary of our reasoning as well as a mix of campus constituent reactions below.

Mandatory versus voluntary components and impact on students' degree progress

Strong arguments for and against mandating diversity curriculum components emerged in our research and from those we interviewed. This is a difficult issue because the benefits and drawbacks of mandatory versus voluntary components are opposite and complementary: mandatory participation ensures that all students are exposed to diversity content, but those resistant to it have an excuse to harden in their negative attitudes. Conversely, voluntary participation increases the chances that students internalize diversity content, but those with negative attitudes are likely to opt out of such coursework.

An intertwined issue is the impact of diversity education curriculum changes on students' degree progress. The Maryland Higher Education Commission specifies a minimum of 120 credit hours to earn in-state baccalaureate degrees;⁹ on average, about a third of those credit hours derive from General Education courses (offered by departments and colleges across campus) whereas the remaining two-thirds are typically comprised of major-area course and credit-hour requirements and electives. Yet, there are notable exceptions. In some undergraduate majors (e.g., engineering), external professional accreditation requirements dictate that over 80% of students' 120 credit hours must be courses in the

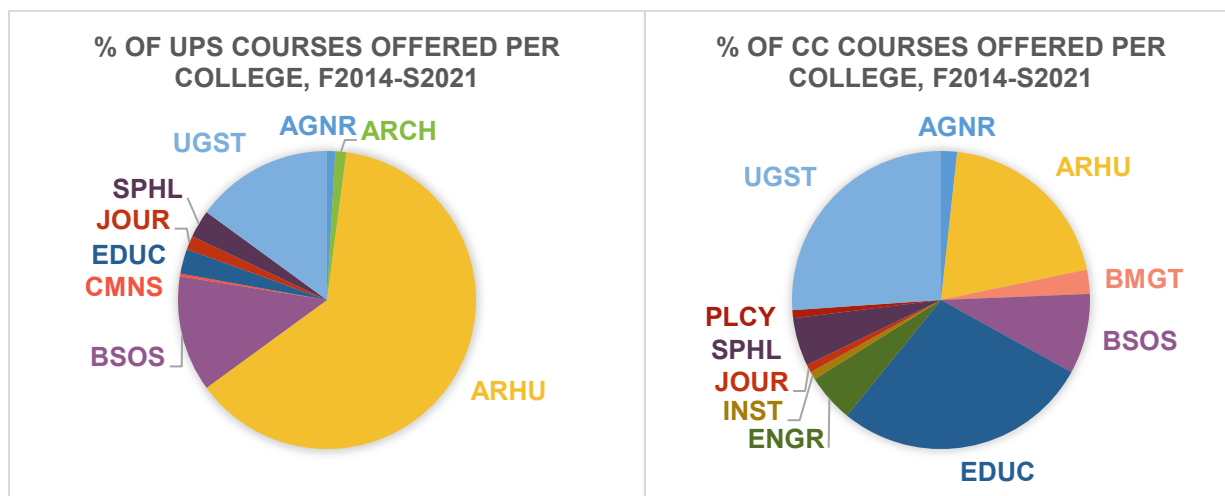
⁹ See Maryland Higher Education Commission Code of Maryland Regulations 13B.02.02, Minimum Requirements for In-State Degree-Granting Institutions, as amended through July 12, 2014; p. 29; https://mhec.maryland.gov/institutions_training/Documents/acadaff/acadproginstapprovals/COMAR%2013B%2002%2002.pdf.

major or college; in other cases, students pursue double-major or combined Bachelors-Masters degree programs that have limited flexibility in required upper-division courses. In such circumstances, students' degree progress can be impeded by limited availability of or restricted access to required courses in General Education, the major degree program, or both, with the result that what may seem like small changes in requirements can induce profound delays in students' degree progress.

These complexities led DETF members to preserve the current General Education diversity requirement structure (i.e., a two-course requirement) while modifying course learning outcomes and content to achieve campus's diversity climate goals. In addition, we offered strategies to enhance the appeal of voluntary components (e.g., incentives, tailored content, and improved relevance to students' careers).

Impact on course enrollments and faculty members

As noted on page 8, General Education diversity course offerings have evolved in ways that steer students toward taking two theory-oriented Understanding Plural Societies (UPS) courses rather than one UPS and one Cultural Competence (CC) course. Reviewing historical course data, we found that nearly two-thirds (62.9%) of UPS courses, but only 20% of CC courses, are offered through the College of Arts and Humanities. As shown below, attempts to rebalance theory- and practice-oriented General Education diversity course offerings would have a disproportionate effect on Arts and Humanities courses and faculty, a concern raised during DETF listening sessions.



Several factors merit consideration when evaluating the potential impact of such a change on academic units and their faculty members. First, moving from the current 88%–12% split to a 50%–50% split between theory- and practice-oriented courses would reduce but not eliminate demand for theory-oriented diversity courses. Given that 79% of UPS courses offered by the College of Arts and Humanities have also been approved for *one or more other designations* (e.g., Humanities, History and Social Sciences), these courses would continue to fulfill needs within the General Education program.¹⁰ Second, historical data indicate that despite contributing nearly two-thirds of UPS courses, Arts and Humanities has filled only about half (50.6%) of available UPS seats.¹¹ This suggests there may be excess

¹⁰ Comparable percentages of UPS courses with multiple General Education designations exist in other colleges, including 83% of BSOS courses, 80% of Public Health courses, and 60% of Journalism courses. In Education, only 44% of UPS courses have multiple designations; however, Education offers the largest percentage (27.8%) of CC courses and seats (33.1%).

¹¹ Over the same time frame, BSOS offered 12.6% of UPS courses but 22.4% of its seats; Public Health provided 3% of UPS courses and 9.4% of seats; and Education supplied 2.7% of UPS courses yet 4.3% of seats.

instructional capacity as well as unexplored opportunities beyond doubling or tripling these courses' General Education designations to boost their enrollments.¹² In sum, attempts to rebalance theory- and practice-oriented General Education courses will clearly affect Arts and Humanities faculty (and faculty members in other colleges who teach UPS courses); however, there are mitigating conditions as well as strategies to offset potential harm.

A more fundamental consideration is whether there is a need for skill-building coursework in the undergraduate diversity curriculum and if so, where such courses should be offered. Regarding the first question, many indicators point to such a need. For example, 2018 Campus Climate Survey data concerning students' personal experiences with and observations of negative social-identity treatment on campus suggest that students *do* need skills to challenge and address exclusionary, hostile behavior.¹³ The 2016 ProtectUMD list of student demands included #9 "revamping of the diversity and cultural competency General Education requirement,"¹⁴ and undergraduate students have repeatedly petitioned the Provost, the Senate Educational Affairs Committee, and the Dean for Undergraduate Studies to require Cultural Competence courses as part of General Education. If eight years of General Education diversity requirements *as currently configured* effectively promoted an inclusive, respectful climate, there should be clearer, stronger evidence to support that conclusion.

Stipulating a need to support students' development of diversity-related skills, it is reasonable to ask where and how this might occur. There are enormous benefits to building on the foundation offered by General Education's Cultural Competence courses: the category was created for skill-building courses; students and advisors have existing schema for them (reducing the internal marketing needed to publicize changes), 112 such courses already exist; and modest efforts to increase the number of these courses in 2014 and 2016 with stipends and pedagogical instruction were successful. Thus, increasing their number and availability offers a clear path for change. DETF members also recognized that one skill-building course is insufficient to improve the campus climate or to prepare students for effective citizenship and employment. Thus, we identified mechanisms (e.g., incentives for optional skill-building programs; inclusion of discipline-relevant diversity skill building curricula) to add more opportunities.

Weight given to students' requests for curriculum change

In faculty email messages and Zoom listening sessions held between December 2020 and May 2021, DETF members encountered objections to modifying the undergraduate diversity curriculum based on students' requests. One theme was that faculty members, as experts with many years of experience studying their disciplines, *should retain control of the curriculum* since students "don't know what they don't know." A related concern was that students' interest in learning diversity-relevant skills is "non-academic," "anti-intellectual," and "not the proper role of a university curriculum."

DETF members, most of whom are UMD instructors,¹⁵ agreed with the need for faculty-led curriculum determination and hewed closely to this principle. Curriculum changes connected with the largest proposal (i.e., adding major-area diversity program learning outcomes) would be wholly driven by faculty

¹² Examples include using course redesign stipends to re-imagine ways to teach diversity skills; experience from other parts of campus shows that student demand for practice-oriented courses is consistently high. See the DETF implementation plan.

¹³ Two separate residence hall incidents on August 28 and 29, 2021, are under investigation by the Bias Intervention Support Services team, suggesting that the campus diversity climate has not improved significantly since the 2018 survey.

¹⁴ See Diamondback coverage that includes the full list of demands, <https://protectumdemands.dbknews.com/>.

¹⁵ The DETF was comprised of 9 members: 7 current or former UMD faculty members, 1 Student Affairs representative, and 1 student. Over the 2+ year duration of the task force's existence, three student members served rotating/sequential terms.

members; other proposals increase students' incentives to pursue courses and programs designed by the faculty. As is true for *all* General Education courses, proposed diversity requirement changes would affect some course learning outcomes and student course demand; note that General Education course approval voluntarily trades off pursuit of university-wide educational goals in exchange for secure course enrollments. Yet, faculty members whose content and goals align with those of General Education always retain control over specific content choices, assignments, instruction, and evaluation methods.

Regarding concerns that granting students' requests for skills-focused courses (1) inappropriately cedes faculty control and (2) introduces non-academic content into the curriculum, we note that many now-established disciplines (e.g., women's, gender, LGBTQ-, Black, Latino/a, and Asian American studies) arose from prior student activism and were initially dismissed as irrelevant and non-academic. Moreover, many of these disciplines have strong connections to *praxis*,¹⁶ suggesting that courses supporting students' diversity skill development should align well with those disciplinary traditions.

Need for and participation in additional training and support

Although this report focuses on undergraduate diversity education, enhancing UMD's diversity climate requires participation of all campus constituents. Faculty members, staff, and graduate assistants are integral to the delivery of high-quality, impactful diversity education. To be successful, they need ongoing access to additional diversity training and pedagogical guidance. Existing diversity education staff, such as those in the Office of Diversity and Inclusion and the Teaching and Learning Transformation Center, are limited in number and availability. Moreover, to be viewed as relevant by undergraduate students, diversity education should be tailored to how specific disciplines are affected, necessitating departmental and colleges involvement. For these reasons, it is essential for UMD to commit to supporting enhanced campus-wide professional development if it chooses to adopt DETF recommendations.

Balance of support to criticism

Finally, in the interest of providing a balanced assessment, it is worth highlighting the warm reception DETF recommendations have garnered among many stakeholder groups. For example, constituents ranging from President Pines and members of the Council of Deans to undergraduate Greek Life diversity and inclusion representatives have embraced these proposals. Faculty, staff, and administrators from academic and support units with widely divergent perspectives and goals—including the Colleges of Information Studies, Public Policy, Education, Arts and Humanities, and Behavioral and Social Sciences; the African American Studies Department; University Libraries; the Teaching and Learning Transformation Center; and the Office of Diversity and Inclusion, to name a few—shared their enthusiastic endorsements and began planning to make recommended changes. The legitimate concerns of some faculty and departments (e.g., History, Women's Studies) notwithstanding, significant support for our recommended diversity curriculum changes has also emerged across campus.

TASK FORCE RECOMMENDATIONS

DETF recommendations comprise a set of mutually reinforcing proposals that incorporate research findings while also balancing goals with campus constraints. As such, they should be regarded as a

¹⁶ Bignell, K. C. (1996). Building feminist praxis out of feminist pedagogy: The importance of students' perspectives. *Women's Studies International Forum*, 19, 315-325. doi:10.1016/0277-5395(96)00006-4; Green, P. E. (2003). Theory, praxis, and community service: Cornerstones of political, social, and intellectual achievement in Black America, *Peabody Journal of Education*, 78(2), 76-87; <https://www.jstor.org/stable/1492944>.

package, in that adoption of one recommendation without the others necessarily dilutes its impact. Our proposals fall into four broad categories: enhanced introductory activities for students new to campus; modifications of the General Education diversity requirement; expansion and formalization of optional diversity and civic education credentials; and voluntary adoption of discipline-specific diversity learning outcome(s) as part of all major area requirements. A summary of recommendations in each category is provided in Appendix E; here we describe their rationale and expected benefits.

1. Introductory activities for new students

The 2016 ASHE report noted that *students' first-year experiences are formative* in their diversity awareness and skill development; this is particularly true for students who have had limited exposure to people whose social identities differ significantly from their own. About 25% of UMD's 30,000 undergraduate students are new to campus, either as first-year or transfer students. Considering the 75% who are in-state residents, they can vary widely in prior exposure to others who differ from them,¹⁷ and with an average age of 20.5 years, they stand to benefit from clarified expectations about how to maintain a constructive learning environment for all students.

One place to intervene—both to improve the campus diversity climate and to prepare these students for an impactful diversity and civic engagement curriculum—is prior to their arrival and during their first weeks and months on campus. To supplement the TerrapinSTRONG initiative (which is being implemented campus-wide and within academic units) and activities hosted by the Department of Resident Life (for students who live on campus), we propose the creation of a mandatory online training module and expansion of diversity and civic engagement activities connected to UNIV100 and the First Year Book.

1.a. Online training module

We recommend creation of a 30-minute introductory online training module for all new students (freshmen and transfer) to complete prior to campus arrival. This online module should:

1. Set positive expectations for upcoming interactions with diverse students, staff, and faculty;
2. Describe and illustrate UMD's aspirational values (united, respectful, secure and safe, accountable, empowered, and open to learning), emphasizing how important these are for establishing an effective learning environment for *all* students;
3. Indicate what steps students should take if they feel disrespected, excluded, or unsafe while on campus; and,
4. Preview the historical context and upcoming TerrapinSTRONG activities after arrival on campus.

Ideally, this interactive and engaging module would be created collaboratively by current undergraduate students, ODI, TLTC, and faculty and staff from Academic and Student Affairs. Module completion could be enforced with an orientation block and although the module would not be credit-bearing, it could highlight upcoming campus diversity activities, dialogues, and related credit-bearing experiences.

Assuming this introductory online module were developed and implemented successfully, it could be delivered to other campus constituents such as new faculty, staff, and graduate assistants. Benefits of an introductory online training module include scalability and satisfying the need for some form of shared, mandatory experience for every new member of the campus. Costs include the time, effort and financial

¹⁷ The population of Prince George's County, Maryland, is 64% Black/African American and 27% White, whereas that of Garrett County, Maryland, is 1% Black/African American and 97.5% White; see <https://www.census.gov/quickfacts/fact/table/garrettcoumtymaryland,princegeorgescountymaryland,MD/RHI125218>.

resources needed to develop, test, and deploy such a module, although faculty, staff, and student participation in this work may enhance the sense of ownership of and commitment to the larger initiative.

The creation and deployment of an online training module risks having limited impact if it is of poor quality or its content is not effectively reinforced after arrival on campus. As a mandatory early training program, its value may be overlooked or dismissed, and the orientation block could slow students' transition to campus. Finally, an online module would require a periodic refresh to remain interactive and engaging.

1.b. UNIV100

UNIV100, *The Student in the University*, and UNIV106, *The Transfer Student in the University*, are **optional** 1-credit courses for first year and transfer students, respectively, that provide an extended orientation to campus. Many colleges and living-learning programs also offer their own in-house versions of this course. UNIV100 and its variations include a required diversity learning outcome: *students will examine their assumptions about diversity, inclusion, and individual differences*. Note that, consistent with guidance from the 2016 ASHE report about first-year students' needs, this learning outcome could be revised to focus more squarely on students' intersectional identity formation.

Leaders in the Office of Orientation and Student Transitions (which coordinates UNIV100 instructor staffing, training, and delivery) indicated that one hurdle to improving the course's diversity content is that most instructors are staff members or advisors who have little time for training. To offset this problem, UNIV100 instructors could be incentivized to participate in learning communities focused on improving students' experiences. Another option would be to collaborate with senior leaders in Student Affairs, who have engaged with [Narrative 4](#), a nonprofit organization that teaches the use of personal storytelling to foster development of perspective taking. Narrative 4 uses an online, asynchronous train-the-trainer approach that could more easily accommodate the schedules of UNIV100 instructors.

In addition to supplemental training, two stand-alone diversity modules are currently available for UNIV100 instructors to adopt. One is Sticks+Stones, which was pilot tested several years ago. Available data indicated that students found Sticks+Stones to be engaging and that it deepened their understanding of and appreciation for identity-related differences; however, this module takes up most or all of three class sessions, which reduces the time available for addressing six other UNIV100 learning outcomes. The second innovation is a board game, *My Maryland Odyssey*, that embeds diversity and inclusion content in a simulated four-year college experience. Playing and debriefing the game takes about 90 minutes of class time, and early student feedback has been positive. The Office of Student Orientation and Transitions prepared 20 sets of game boards (including teaching guides for instructors) that can be checked out at no cost for use in UNIV100 and related courses.

UNIV100 and its variants are not required; in particular, students who transfer directly into degree programs are not likely to take the course. Yet, the course has broad enrollment among first year students. The costs associated with incentivizing learning community participation and expanding use of innovative modules are modest and would have a beneficial impact on staff interest and morale.

1.c. First Year Book

The First Year Book program, which provides free copies of the selected book to all new students, has historically had strong diversity, inclusion, and civic engagement components.¹⁸ We propose that this

¹⁸ First Year Books from the past 7 years illustrate this; they include: *What the Eyes Don't See* (Mona Hanna-Attisha) *Weapons of Math Destruction* (Cathy O'Neil), *Demagoguery and Democracy* (Patricia Roberts-Miller), *The Refugees* (Viet Thanh Nguyen), *March Book 3* (John Lewis, Andrew Aydin & Nate Powell), *Just Mercy* (Bryan Stevenson), and *Head Off & Split* (Nikky Finney).

effort be extended to include faculty and student incentives to participate in university-wide programming pertaining to diversity, inclusion, and civic engagement; note that the ODI external review included a similar recommendation.

Broadening faculty involvement in this effort through training and workshops with groups of students early in the year would promote respectful conversations around important issues, even where there is substantive disagreement. Classroom-level prizes might be offered to recognize participation in campus activities; faculty members could be offered stipends to participate and convene workshops for students; and the campus could publicize these programs to solicit engagement from the larger community. Please review the DETF Implementation Plan for additional ideas.

2. Changes to General Education

Many post-secondary institutions include diversity requirements as part of their General Education curricula; UMD has required diversity coursework for several decades. To enhance the value and impact of this coursework, we recommend changing the labels, learning outcomes, and composition of required diversity courses. We also support recent innovations among faculty in Academic Writing and Oral Communication to incorporate diversity, inclusion, or civic engagement content in course assignments.

2.a. Diversity requirement

As noted on page 8, UMD’s current General Education diversity requirement consists of two courses for a total of 4-6 credit hours. It can be fulfilled either by taking two courses that meet UPS learning outcomes, or by taking one UPS course and one that meets CC learning outcomes (see Table 1 for a summary). As noted, UPS courses are theory-oriented and most are also approved for other General Education requirements (e.g., Humanities; I-Series), whereas CC courses were created to be practice-oriented.

Understanding Plural Societies Learning Outcomes	Cultural Competence Learning Outcomes
<ol style="list-style-type: none"> 1. Demonstrate understanding of the basis of human diversity and socially-driven constructions of difference: biological, cultural, historical, social, economic, or ideological. 2. Demonstrate understanding of fundamental concepts and methods that produce knowledge about plural societies and systems of classification. 3. Explicate the policies, social structures, ideologies or institutional structures that do or do not create inequalities based on notions of human difference. 4. Interrogate, critique, or question traditional hierarchies, especially as the result of unequal power across social categories 5. Analyze forms and traditions of thought or expression in relation to cultural, historical, political, and social contexts, as for example, dance, foodways, literature, music, and philosophical and religious traditions. 6. Use a comparative, intersectional, or relational framework to examine the experiences, cultures, or histories of two or more social groups or constituencies within a single society or across societies, or within a single historical timeframe or across historical time. <p>Note: approved courses must meet 4 of 6 learning outcomes.</p>	<ol style="list-style-type: none"> 1. Understand and articulate a multiplicity of meanings of the concept of culture. 2. Reflect in depth about critical similarities, differences, and intersections between their own and others' cultures or sub-cultures so as to demonstrate a deepening or transformation of original perspectives. 3. Explain how cultural beliefs influence behaviors and practices at the individual, organizational, or societal levels. 4. Compare and contrast similarities, differences, and intersections among two or more cultures. 5. Use skills to negotiate cross-cultural situations or conflicts in interactions inside or outside the classroom. (required for all CC courses) <p>Note: approved courses must meet 3 of 5 learning outcomes; one of these must be the required learning outcome focused on skills.</p>

After consultation with the General Education diversity faculty board and listening sessions with other faculty, staff, and student groups, we propose that the General Education diversity requirement retain the same basic two-course structure and a minimum of 4-6 credit hours, with several modifications:

1. Revise the diversity category labels to signify that the content has shifted and modify the learning outcomes associated with each category, as follows:
 - a. The *Understanding Plural Societies* category would be relabeled *Understanding Structures of Racism and Inequality* and would include one required learning outcome focused on systemic racism.
 - b. The *Cultural Competence* category would be relabeled *Navigating Diverse Social Environments*, and instructors would have a larger set of required skills-oriented learning outcomes from which to select at least one.
 - c. Perspective-taking would be added as an optional learning outcome in both diversity categories.
2. Require students to take one course in each category (i.e., one theory and one practice course).
3. Allow (but do not require) courses to qualify under both categories.

Note that a number of current learning outcomes in the theory- and practice-oriented courses would be consolidated and retained. DETF members considered these learning outcomes to support the goals in the revised categories and determined that their retention would facilitate migration from prior to new requirements if the proposal were adopted. Summaries of the current and proposed new learning outcomes are shown below in Tables 2 and 3.

Current Understanding Plural Societies Learning Outcomes	Understanding Structures of Racism and Inequality Learning Outcomes
<ol style="list-style-type: none"> 1. Demonstrate understanding of the basis of human diversity and socially-driven constructions of difference: biological, cultural, historical, social, economic, or ideological. 2. Demonstrate understanding of fundamental concepts and methods that produce knowledge about plural societies and systems of classification. 3. Explicate the policies, social structures, ideologies or institutional structures that do or do not create inequalities based on notions of human difference. 4. Interrogate, critique, or question traditional hierarchies, especially as the result of unequal power across social categories 5. Analyze forms and traditions of thought or expression in relation to cultural, historical, political, and social contexts, as for example, dance, foodways, literature, music, and philosophical and religious traditions. 6. Use a comparative, intersectional, or relational framework to examine the experiences, cultures, or histories of two or more social groups or constituencies within a single society or across societies, or within a single historical timeframe or across historical time. 	<ol style="list-style-type: none"> 1. 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. (required) 2. Reflect on and critically analyze one's own identity (such as race, ethnicity, cultural values, norms, and biases) and how these affect one's perceptions of individuals with different identities. 3. Identify and describe the experiences of individuals who hold different social identities. 4. Analyze social policies, ideologies, or institutions that give rise to structural inequalities and sustain power differences based on race/ethnicity and other social categories. 5. Analyze differences among forms and traditions of thought or expression in relation to cultural, historical, political, and social contexts, as for example, dance, foodways, literature, music, and philosophical and religious traditions. 6. Use a comparative or intersectional framework to examine the histories, experiences, and perspectives of two or more social groups (a) within a single society or historical timeframe or (b) across different societies or historical times. <p>Note: approved courses would need to meet 4 of 6 learning outcomes; one of these must be the required learning outcome focused on race and racism.</p>

Table 3. Current and Proposed Practice-Oriented Diversity Learning Outcomes	
Current Cultural Competence Learning Outcomes	Navigating Diverse Social Environments Learning Outcomes
<ol style="list-style-type: none"> 1. Understand and articulate a multiplicity of meanings of the concept of culture. 2. Reflect in depth about critical similarities, differences, and intersections between their own and others' cultures or sub-cultures so as to demonstrate a deepening or transformation of original perspectives. 3. Explain how cultural beliefs influence behaviors and practices at the individual, organizational, or societal levels. 4. Compare and contrast similarities, differences, and intersections among two or more cultures. 5. Use skills to negotiate cross-cultural situations or conflicts in interactions inside or outside the classroom. (required for all CC courses) 	<ol style="list-style-type: none"> 1. Reflect on critical similarities and differences between one's own and others' identities and social positions due to racism and/or other systems of oppression. 2. Identify, reflect on, and demonstrate the language and behaviors used to convey respect for people of similar and different social backgrounds. 3. Identify and describe the experiences of individuals who hold different social identities. <p>At least one of the following is required:</p> <ol style="list-style-type: none"> 4. Communicate and collaborate effectively (i.e., listen and adapt one's own persuasive arguments) with others from different social backgrounds to establish and build coalitions. 5. Demonstrate skills to work collaboratively within and across social groups to achieve mutual goals. 6. Use skills to identify and reach consensus on resolutions for shared problems in conflicts across social groups. <p>Note: approved courses would need to meet 3 of 6 learning outcomes; one of these must be one of the three required learning outcomes pertaining to practice.</p>

These proposed modifications offer significant educational benefits to students. Restructuring the requirement so that students take one course in each category enables them to gain exposure to both theory and practice. Broadening the range of practice-oriented learning outcomes to include a broader set of skills would expand the courses that could qualify as well as offer a clear path to foster inclusion and respect on campus. The revised Understanding Structures of Racism and Inequality learning outcomes are sharper and better focused than those in the UPS category. Finally, the new required learning outcome to discuss systemic racism squarely addresses a persistent issue that undermines UMD's inclusion goals while still offering students the flexibility to take theory-oriented courses focused on other dimensions of diversity, such as gender, religion, sexual orientation and disabilities.¹⁹

At the same time, these proposed modifications preserve advantages of the existing General Education diversity requirements. For example, there is no change in the required number of credit hours and approved courses would still be able to qualify in other General Education categories. The theory-practice distinction between the two diversity categories would be maintained. The inclusion of several current learning outcomes in each category would facilitate transition if this proposal were approved. A separate document (the DETF implementation plan) details how existing diversity General Education courses could be migrated into the new structure as well as a 3-4-year plan to provide support (e.g., stipends, expert faculty consultation, and pedagogical instruction) to ensure an adequate supply of skills-oriented courses.

Note that the proposed modifications pose several challenges, not the least of which is University Senate approval. Spring 2021 discussions with faculty in several departments and members of the Senate's Educational Affairs Committee revealed opposition to some aspects of this proposal. In-depth, verbatim criticisms can be found on the DETF website; the most vehement areas of disagreement appear to be:

1. Objections to adopting a required learning outcome focused on systemic racism.

¹⁹ See a summary of Campus Climate Survey results on page 10, which show that among respondents reporting personal experience with and witnessing of negative treatment at UMD, racial bias is most frequently cited; moreover, racial differences are connected to perceiving a less favorable campus climate for diversity as well as lower physical and emotional safety on campus.

2. Opposition to eliminating the option of completing the diversity requirement by taking two theory-oriented courses.
3. Opposition to requiring students to take a practice-oriented course.

Modifying the General Education diversity requirement would entail changes to the curriculum management and course auditing systems. It appears that the Courseleaf curriculum management system can be programmed to handle changes at a general level, but the diversity faculty board would need to validate that submitted courses meet the minimum number of learning outcomes for each category (i.e., the CIM system cannot do this automatically; it can only designate specific learning outcomes as required or not). The degree audit tool would require specific re-programming to recognize the two-course/4-6 credit requirement and advisors would need to be trained to resolve anomalies.

The DETF recognizes that this proposal may create disruption for and possible resistance from some instructors teaching previously approved diversity courses. There will be less demand for courses previously approved for UPS and eligible for USRI, which may prompt instructors to discontinue offering some courses. Related risks are that the demand for NDSE diversity courses outstrips the supply or that this modification results in unevenness in the quality of available diversity courses, which could undermine the campus larger goals. Potential benefits include the creation of high-impact, engaging courses that promote development of skills valuable in work and civic settings and generalization of faculty skills to create and teach these courses to other parts of the undergraduate curriculum.

2.b. Academic Writing and Oral Communication

Another method to supplement students' exposure to diversity, inclusion, and civic engagement content is to embed these topics within other required General Education courses. For example, our discussions with the director of the Academic Writing Program indicated that she has experimented with including explicit diversity-focused changes to the design of these courses. We recommend that this work, which does not require Senate approval, be supported and extended. Similarly, we propose that faculty members could be encouraged to incorporate a civic engagement component in Oral Communication courses, as has been initiated through a pilot collaboration with the Do Good Institute.

3. Optional diversity and civic engagement credentials

3.a. Existing programs and opportunities

Our research and interviews with campus constituents indicated that many campus programs have been created within Academic Affairs and Student Affairs to develop students' understanding of, sensitivity to, and skills for dealing with diversity, inclusion, and civic engagement issues. Some programs rely on credit-bearing courses whereas others do not. Examples of opportunities include: training provided by ODI to undergraduate teaching assistants for the Words of Engagement Intergroup Dialogue Program; the Common Ground Multicultural Dialogue program in Resident Life; the PEER and CARE mentor programs at the University Health Center; specific course and service-learning requirements within living-learning programs (e.g., CIVICUS); comprehensive training programs for campus Resident Assistants; courses and service learning programs developed and documented by members of the Campus Fabric; and training programs offered by Fraternity and Sorority Life, Athletics, and other student organizations.

Although these programs offer students deep and valuable learning experiences, they often are not publicized broadly or recognized formally for their impact in developing students' skills. We propose to change this by cataloguing and codifying these programs using a badging or microcredentialing system such as that available in UMD's recently acquired ePortfolio tool, Portfolium. To the extent existing

programs and courses might meet the outcomes of the revised Diversity category within General Education described above, they might also provide expanded opportunities for fulfilling requirements. Details for launching a diversity microcredential can be found in the DETF implementation plan.

3.b. New programs

We propose that UMD expand its civic engagement offerings by establishing the Maryland Volunteer Corps (MVC) to provide students with opportunities for service and immersion in settings that involve extended, intense involvement with cultural groups distinct from those in which they were raised. The MVC could be structured as a semester-long or summer program akin to an internship, fostered in partnership with local governments, school districts, and human service organizations. The experience should extend and build on students' prior diversity education experiences. Students might be involved in working on local problems identified by municipal or county governments; supporting community-based programs as frontline staff members; assisting local governments or human service organizations via community needs assessment; or working with schools, police, or child welfare agencies. Limited slots could be assigned through a competitive process and treated as an honor for students.

Funding to support stipends for MVC internships could be sought from the state legislature or through philanthropy and coordinated with the Do Good Institute and Office of Community Engagement. Placements would be developed within participating communities across the state of Maryland. Note that the MVC could be designed explicitly to qualify for a diversity and civic engagement microcredential.

4. Major degree program requirements

We recommend that faculty members in each department and college be asked to review their undergraduate major degree requirements regarding *discipline-relevant* diversity, inclusion and civic engagement content. Where such content is absent or limited, they would be asked to identify appropriate learning outcomes and to use these as a basis for introducing or augmenting current instruction. The goals of this undertaking would be to ensure that all graduating students (1) are knowledgeable regarding diversity-related issues that influence opportunities within and the practice of the discipline; and (2) obtain guidance regarding how to navigate diversity-related issues successfully. This aspect of diversity education would dovetail with college TerrapinSTRONG on-boarding programs.

An illustration of why and how this recommendation could be implemented in disciplines that do not focus on diversity and inclusion issues derives from the 2016 book *Weapons of Math Destruction*, by Cathy O'Neil (designated the 2020-21 First Year Book). She noted that math and computer science are heavily male-dominated fields, which has resulted in seemingly minor oversights with large practical consequences in the development and deployment of algorithms. Facial recognition technology, for example, relied on norm samples of White male faces, with the result that available systems are less accurate in recognizing non-White and female faces. Acknowledging the consequences of imbalanced workforce participation and highlighting the value of learning skills to work effectively with members of underrepresented groups offer important contributions to students' degree programs.

Consistent with current campus practices, decisions regarding content, format, learning outcomes, and assessment would continue to reside within departments and colleges. We define "instruction" broadly in that it may take a variety of forms, including non-credit workshops, experiential learning opportunities, or credit-bearing coursework. All diversity-related learning outcomes should be incorporated into existing assessment practices within each major, so that they are subject to the same continuous improvement

processes. Degree programs' implementation and assessment of diversity-related outcomes would form part of the regular review process by the Provost's Commission on Learning Outcomes Assessment.

We anticipate that, for some undergraduate degree programs, adoption of this recommendation would require minimal or no changes to either the curriculum or the assessment plan. For example, the College of Education and the School of Public Health have incorporated diversity-relevant instruction into their current degree programs due to accreditation requirements and their understanding of labor market needs. For degree programs that do not currently offer diversity-related content, relevant instruction could take the form of professional development workshops that help students learn to work in diverse teams, appreciate a range of perspectives, or interact respectfully with those whose background and experiences are different from their own. Ideally, inclusion of diversity-related content will both improve graduates' preparation for employment and help reduce race and gender imbalances in some disciplines.

An alternative that might facilitate this process for majors and disciplines that do not ordinarily address diversity and inclusion content is that adopted in the General Education Professional Writing Program, which offers courses tailored to the writing needs within disciplinary clusters (e.g., technical writing, business writing). Using a similar approach, appropriate learning goals and relevant diversity-related workshops or coursework could be identified and designed collaboratively by small teams of faculty members within specific departments, ODI staff, and TLTC instructional development specialists. Depending on departmental capabilities and preferences, workshops or courses might also be delivered by ODI or TLTC staff members, in collaboration with departments.

Many colleges and universities, including UMD, have incorporated diversity education requirements into their General Education programs. Although there are clear benefits for offering this type of broad-based introduction early in students' academic programs, these concepts may seem abstract and distant from students' goals and professional careers. Supplementing these early courses with instruction focused on discipline-specific diversity-related challenges can increase the perceived relevance and value of such content and equip students to address these challenges in the workplace.

In weighing the implications of modifying undergraduate degree requirements, DETF members sought to pinpoint both the likely outcomes and those with unexpectedly negative consequences. One set of high-probability outcomes concerns an expectation that some academic units will resist this change, either because they fail to discern value in undertaking it, they resent externally directed changes, or they lack the skills or confidence in to implement these changes successfully. We recognize that some resistance may be offset by the high degree of faculty control retained over the content and form of any changes. Yet, if on-campus centers of expertise—e.g., ODI, AIE, Career Services, and TLTC—lack the staffing to support and extensively assist implementation, our analysis showed high potential for failure. Thus, adoption of this recommendation is *predicated* on having sufficient staffing in campus-wide support units to offer needed guidance, training, and ongoing faculty and staff consultation.

A second high-probability outcome pertains to external publicity generated from adopting this proposal. It is relatively rare for universities to mandate diversity instruction in their majors, and some efforts to move in this direction²⁰ have been met with criticism.²¹ Given the University's recent history, such criticism may be muted. Regardless, a clear rationale and plan of communication is essential.

²⁰ See <https://news.stanford.edu/2019/08/14/making-physics-inclusive/>.

²¹ See <https://www.campusreform.org/?ID=13615>.

CONCLUSIONS

Our recommendations entail a seismic shift in UMD's approach to diversity education; they involve articulation of cultural awareness and civic engagement with skill development needed to participate in culturally diverse settings, both within and outside the university. We offer this set of curriculum proposals with the goal of keeping in check the burden placed on students so as not to impede their progress toward graduation. At the same time, additional time and resources will be needed to signal a seriousness of purpose in transforming the community and imparting needed skills to our students.

An exclusive focus on knowledge development and other cognitive processes is insufficient to achieve intended outcomes of diversity education. Opportunities for practical skill building are critical. Moreover, such outcomes cannot be achieved solely through General Education requirements. Success depends on a combination of readily available instruction, service learning, and co-curricular experiences. As these experiences become valued, recognized, and enacted throughout campus, they can begin to motivate students to pursue non-required opportunities that engage students with difference.

Finally, this report underscores the responsibility and contribution of colleges and departments for diversity education of their students. Although some colleges and departments have already initiated programs that embrace this role, we invite others to develop their willingness and capacity to infuse diversity education within their curricular offerings and the co-curricular experiences provided to students.

APPENDICES

Appendix A. Diversity Education Task Force Charge

The Diversity Education Task Force (DETF) received the following charge from Provost Mary Ann Rankin on April 12, 2018:

The Diversity Education Task Force will review the University of Maryland's provisions for diversity education and make recommendations for improving them. The group will consider the current diversity requirements within the university's General Education program, as well as ways to articulate them with the educational efforts underway or proposed for other parts of the campus, to foster a more inclusive and respectful community. The task force will take into account national conversations about diversity and explore research and best practices for diversity education used by our peers. It will recommend how to achieve our goals via General Education and other educational or training initiatives (such as those offered in Resident Life, Education Abroad, student organizations, etc.). In addition, the task force will consider provisions for civic education and civic engagement in current educational efforts and make recommendations about their potential expansion.

Co-chaired by Professor Oscar Barbarin and Dean for Undergraduate Studies/Professor William Cohen, the task force included Senam Okpattah (undergraduate student), Steven Petkas (Student Affairs/Resident Life), Professor Lourdes Salamanca-Riba (Materials Science & Engineering), Professor Thurka Sangaramoorthy (Anthropology), Professor Ebony Terrell Shockley (Teaching and Learning, Policy & Leadership), Professor Janelle Wong (American Studies), and Associate Dean/Associate Professor Cynthia Kay Stevens (Office of Undergraduate Studies; Management and Organization).

Refinement of charge

As we considered our charge, we concluded that several interrelated considerations restricted our scope to **undergraduate education**. First, the charge explicitly mentions General Education and initiatives within Resident Life and Education Abroad, all of which are geared toward the undergraduate population. Second, [most of UMD's undergraduate population is at an age and stage](#) in which they are encountering and living among peers from diverse identity backgrounds for the first time. As a result, effective diversity and inclusion education may be crucial to facilitate successful transitions to campus life. Third, responsibility for undergraduate education is shared across the campus as a whole, whereas graduate education is the purview of individual departments, colleges, and schools. In many cases, graduate coursework is mandated by professional associations and other discipline-specific accrediting bodies, which limits UMD's jurisdiction regarding recommended curriculum changes. Thus, our analysis and recommendations focus on diversity and inclusion education within UMD's undergraduate population; we consider training and education for graduate students, faculty, and staff only insofar as these affect implementations of undergraduate initiatives.

Regarding integration of **civic engagement** with diversity and inclusion education, the DETF met with UMD President Wallace Loh on July 13, 2018, to learn how the University System of Maryland (USM) defined civic education and engagement. We also reviewed the May 15, 2018 USM Board of Regents Working Group Report, [Civic Learning and Democratic Engagement](#). Both the conversation and document review clarified that there was substantial overlap in intent and definition. Although some civic education components seemed tangential to diversity and inclusion (e.g., familiarity with key democratic texts; understanding how to access voting and political representation systems), those regarded as

essential by the USM Board of Regents and by President Loh fit well with DETF working definitions, including: civility and civil discourse; ability to work across differences toward collaborative decision making; and understanding how to work with community groups and members to identify and solve problems (see page 7 of report).

Third, the DETF devoted several meetings to clarifying and re-considering the intention underlying UMD's General Education diversity requirement. Included in the 2008 revision to CORE, [current General Education diversity requirement](#) was added to prepare students to enter a global, diverse workforce and consists of two courses, either (1) one fulfilling Cultural Competence learning outcomes and one fulfilling Understanding Plural Societies learning outcomes, or (2) two that fulfill Understanding Plural Societies learning outcomes. The rationale for two options is that there were not enough seats available in approved Cultural Competence courses to meet demand. This formulation has on occasion been criticized by students who argue that Understanding Plural Societies (UPS) courses are less directly relevant to them than are Cultural Competence (CC) courses.

DETF members agreed that the original rationale for the diversity requirement is, in hindsight, both distal and limited given the pressing proximal need to improve the campus racial climate and to ensure that students of all identities feel safe and welcome. Moreover, as we dug deeper into best practices for diversity and civic education, we realized that both UPS and CC learning outcomes offer essential context for diversity and civic education.

Appendix B. Terminology and Definitions.

From the NIEHS-NIH Glossary of terms:²²

- **Culture:** An integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting, roles, relationships and expected behaviors of a racial, ethnic, religious or social group; the ability to transmit the above to succeeding generations; culture is always changing.
- **Cultural awareness:** Recognition of the nuances of one's own and other cultures.
- **Cultural competence:** The ability of individuals to use academic, experiential, and interpersonal skills to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups. Cultural competence implies a state of mastery that can be achieved when it comes to understanding culture. Encompasses individuals' desire, willingness, and ability to improve systems by drawing on diverse values, traditions, and customs, and working closely with knowledgeable persons from the community to develop interventions and services that affirm and reflect the value of different cultures.
- **Cultural diversity:** Differences in race, ethnicity, nationality, religion, gender, sexual identity, socioeconomic status, physical ability, language, beliefs, values, behavior patterns, or customs among various groups within a community, organization, or nation
- **Cultural humility:** is a lifelong process of self-reflection and self-critique. Cultural humility does not require mastery of lists of “different” or peculiar beliefs and behaviors supposedly pertaining to different cultures, rather it encourages to develop a respectful attitude toward diverse points of view.
- **Cultural sensitivity:** Understanding the needs and emotions of one’s own culture and the culture of others.
- **Cultural responsiveness:** is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.²³

Diversity and Inclusion Component

Issues and concerns with the term **cultural competence**:

- **Cultural** suggests a focus on behavior, norms, interpretation and language, but there are structural inequities and hierarchies embedded in cultures that play an important role and need to be captured. There is also sometimes an erroneous belief that culture is fixed or static.
- **Competence** has connotations of elitism (i.e., those who are not competent are deficient) and that people can achieve a state of mastery or a stopping point. In this realm, however, there is infinite room for growth.

The ASHE Report proposed the term **diversity competence**, which has many of the problems outlined above, in that “diversity” emphasizes differences without capturing the structural inequities and hierarchies.

We opted to use the term **diversity education** to sidestep problems associated with terms listed above.

²² https://www.niehs.nih.gov/news/events/pastmtg/hazmat/assets/2007/wtp_2007ntec_wruc_latino_tips_glossary_508.pdf

²³ http://www.niusileadscape.org/docs/pl/culturally_responsive_pedagogy_and_practice/activity2/Culturally%20Responsive%20Pedagogy%20and%20Practice%20Module%20academy%202%20%20Slides%20Ver%201.0%20FINAL%20kak.pdf

Civic Education and Engagement

The USM Report includes this formulation: Civic Education + Civic Engagement ⇒ Civic Responsibility

Civic education, as defined by the 2018 USM Report²⁴

- Civic education means all the processes that affect people's beliefs, commitments, capabilities, and actions as members or prospective members of communities. It includes the following knowledge and skills:
 - Familiarity with key democratic texts and universal democratic principles and significant debates;
 - Understanding of the historical, economic, and political contexts of the U.S. government'
 - Understanding of how to access voting and political representation systems;
 - Knowledge of the political systems that frame constitutional democracies and political and social levers for influencing change;
 - Knowledge of the diverse cultures, histories, values and significant debates that have shaped U.S. and other world societies;
 - Understanding of key issues in society and how different groups are impacted by government processes and decisions;
 - Exposure to multiple traditions drawing on views about religion, government, race; and
 - Understanding ethnicity, gender, education, ability, family structures, and the economy from multiple intellectual traditions as well as students' own perspectives.
- ✓ **Civic education skills** include:
 - Civility and civil discourse in both oral and written communication;
 - Information and media literacy, including gathering and evaluating multiple sources of evidence and seeking and being informed by multiple perspectives;
 - Ability to work across differences toward collaborative decision making; and
 - Understanding of how to work with community groups and members to identify and solve problems.

Civic engagement, as defined by the 2018 USM Report

- Civic engagement promotes an understanding and awareness of the world and one's role in it, helping to prepare students to become responsible citizens. Civic engagement:
 - Builds upon the knowledge and skills of civic education by providing students with opportunities to work in their communities;
 - Connects students with their communities by creating access points;
 - Expands their knowledge of democracy in practice through direct participation;
 - Includes individual and group reflections which examine democratic institutions, policies, principles, rights, and values and reinforces civic learning;
 - Provides context for exploring the sources of and potential solutions for problems associated with the functioning of a democracy; and
 - Develops capacity for leadership in the larger community.

²⁴ <http://www.usmd.edu/usm/academicaffairs/civic-engagement/CivicReport.pdf>

Civic responsibility

- Civic responsibility is the culminating outcome of this work; it incorporates democratic values and practices and leads to individual and collective action for the public good. Values and practices include:
 - Respect for freedom and human dignity for all;
 - Civil discourse and respect;
 - Empathy;
 - Open-mindedness, inclusion and tolerance;
 - Justice and equality;
 - Ethical integrity;
 - Commitment to regular community participation; and
 - Responsibility to a greater good.

Appendix C. Overview of Campus Scholarly Experts

One substantial asset for implementing proposed changes to the undergraduate diversity and civic education curriculum is the large number of University faculty who have spent their careers studying these issues in a variety of contexts. Although they are too numerous to name individually here, the University's scholarly experts represent resources that can be tapped by schools and colleges with less direct experience in addressing these issues.

Colleges, Schools, and Departments with Relevant Expertise

- **College of Agricultural and Natural Resources**, which includes the following relevant disciplines: Environmental Science and Policy, Nutrition and Food Science, Veterinary Medical Sciences, and the Institute of Applied Agriculture.
- **School of Architecture, Planning and Preservation**, which includes scholars with expertise in Urban Studies and Planning and Historic Preservation.
- **College of Arts and Humanities**, in which virtually every department includes faculty members with relevant expertise, including American Studies, Art History and Archaeology, Communication, English, History, Theatre, a variety of languages and cultures (Arabic, Central European, Russian and Eurasian Studies, Chinese, French, Germanic Studies, Italian, Japanese, Persian Studies, Romance Languages, Russian, Spanish), Jewish Studies, Women's Studies, Music, and Religion.
- **College of Behavioral and Social Sciences**, with outstanding scholars in African American Studies, Anthropology, Criminology and Criminal Justice, Economics, Government and Politics, Hearing and Speech Sciences, Psychology and Sociology.
- **College of Computer, Mathematical and Natural Sciences** includes experts in biodiversity and conservation.
- **College of Education**, with renowned faculty in Teaching, Learning, Policy and Leadership, and Counseling, Higher Education and Special Education.
- **College of Information Studies**, whose faculty offer coursework in teams and organizations, user-centered design and assessing information user needs
- **The Philip Merrill College of Journalism** includes a wide variety of journalists and scholars who cover topics ranging from politics and sports to broadcast journalism and alternative media platforms.
- **The School of Public Health**, with experts in Family Science, Public Health, and Behavioral and Community Health.
- **The A. James Clark College of Engineering**, which offers undergraduate minors in Engineering Leadership Development and International Engineering.
- **The Robert H. Smith School of Business** offers degrees in International Business, Marketing and Management, with coursework focused on cultural differences.
- **The School of Public Policy** offers a new undergraduate degree in public policy that is infused with understanding differences.

Appendix D. Selected Summary of Current UMD Undergraduate Diversity and Civic Education

The table below provides a partial summary of UMD's current undergraduate diversity and civic education programs.

Component	Notes	Who Gets This?	Who Does Not?	Diversity/Civic Engagement-Related Content
UNIV100	<ul style="list-style-type: none"> • 1 credit course taught across campus; typically runs for 7-10 sessions • Content varies across campus; some learning objectives are tailored to specific majors & living-learning programs • It is not required across campus except for some majors 	Many UMD freshmen and some transfer students	<p>Many UMD freshmen take a college- or program-specific version of UNIV100 with different learning outcomes.</p> <p>Most transfer students opt out.</p>	<ul style="list-style-type: none"> • Learning outcome: To understand that diversity is not limited to categorical descriptions such as race, gender, and sexual orientation • The Sticks+Stones program was pilot-tested in UNIV100 and showed positive outcomes. However, this program requires 3 class sessions which is not feasible for all UNIV100 instructors (given that they need to accomplish other UNIV100 learning goals)
First Year Book	<ul style="list-style-type: none"> • Faculty members opt in to obtain prepared teaching content and materials. 	UMD freshmen who enroll in courses that make use of the first-year book	Many transfer students and first-year students whose curriculum does not use these books.	Selected books have historically had strong diversity, inclusion and civic engagement aspects, e.g., <i>March Book 3</i> (John Lewis, Andrew Aydin & Nate Powell), <i>The Refugees</i> (Viet Thanh Nguyen) and <i>Demagoguery and Democracy</i> (Patricia Roberts-Miller).
General Education: Diversity requirement	<ul style="list-style-type: none"> • 2 required courses: either 2 DVUP or 1 DVUP + 1 DVCC • The Words of Engagement Intergroup Dialogue Program (WEIDP) courses are approved to fulfill DVCC requirements. 	Undergraduate students who complete General Education requirements on campus (about 84% of the	Not required if students transfer in with AA degree from state community colleges	<p>DVUP learning outcomes include cognitive and attitudinal aspects:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the basis of human diversity and socially-driven constructions of difference: biological, cultural, historical, social, economic, or ideological. 2. Demonstrate understanding of fundamental concepts and methods that produce

Component	Notes	Who Gets This?	Who Does Not?	Diversity/Civic Engagement-Related Content
		undergraduate population)		<p>knowledge about plural societies and systems of classification.</p> <ol style="list-style-type: none"> 3. Explicate the policies, social structures, ideologies or institutional structures that do or do not create inequalities based on notions of human difference. 4. Interrogate, critique, or question traditional hierarchies or social categories 5. Analyze forms and traditions of thought or expression in relation to cultural, historical, political, and social contexts, as for example, dance, foodways, literature, music, and philosophical and religious traditions. 6. Use a comparative, intersectional, or relational framework to examine the experiences, cultures, or histories of two or more social groups or constituencies within a single society or across societies, or within a single historical timeframe or across historical time. <p>DVCC learning outcomes include a required behavioral component (#5):</p> <ol style="list-style-type: none"> 1. Understand and articulate a multiplicity of meanings of the concept of culture. 2. Explain how cultural beliefs influence behaviors and practices at the individual, organizational or societal levels. 3. Reflect in depth about critical similarities, differences, and intersections between their own and others' cultures or sub-cultures so as to demonstrate a deepening or transformation of original perspectives.

Component	Notes	Who Gets This?	Who Does Not?	Diversity/Civic Engagement-Related Content
				<ol style="list-style-type: none"> 4. Compare and contrast similarities, differences, and intersections among two or more cultures. 5. Effectively use skills to negotiate cross-cultural situations or conflicts in interactions inside or outside the classroom.
Global Classroom courses	<ul style="list-style-type: none"> • See https://globalmaryland.umd.edu 	Students who select these courses	Students who do not take these courses.	<ul style="list-style-type: none"> • Global classroom courses provide virtual classrooms and co-taught courses with faculty and students at partner universities around the world. • Courses are project-based and require interaction with peers.
Education Abroad & Civic Engagement Abroad	<ul style="list-style-type: none"> • See https://globalmaryland.umd.edu 	Students who choose study abroad opportunities.	Students who do not or cannot afford to study abroad.	<ul style="list-style-type: none"> •
Global Studies Minor Program	<ul style="list-style-type: none"> • 	Students who select these minor degree programs.	Students who do not opt in.	<ul style="list-style-type: none"> • Minors are available in Global Poverty, Global Terrorism, International Development and Conflict Management, and Global Engineering Leadership.
Major and minor degree programs	<ul style="list-style-type: none"> • A variety of degree programs offer coursework pertaining to diversity, inclusion, and/or civic engagement. 	Students who select these degree programs.	Students who do not major or minor in these areas.	<ul style="list-style-type: none"> • A sample of relevant major (and minor) degree programs include African American Studies; American Studies; those offered by the School of Languages, Literature and Cultures; and Women's Studies. • Relevant coursework is required for some or all majors within the College of Education, the College of Behavioral and Social Sciences, the School of Public Health and the School of Public Policy.

Component	Notes	Who Gets This?	Who Does Not?	Diversity/Civic Engagement-Related Content
MICA (Multicultural Involvement & Community Advocacy)	<ul style="list-style-type: none"> Student Affairs initiative to empower students through education on & involvement in identity groups. 	Students who seek out these groups and participate in these programs.	Students who do not opt in to these experiences	<ul style="list-style-type: none"> Includes programming, involvement, leadership, civic engagement, recognition, and learning opportunities for Asian American & Pacific Islander; Black; Interfaith & Spiritual Diversity, Latina/x/o; Lesbian, Gay, Bisexual, Transgender & Queer; Multiracial & Multicultural, and Native American Indian students.
Residence Halls: Common Ground and other programming	<ul style="list-style-type: none"> Common Ground results from a 20-year partnership between Resident Life and the CIVICUS LLP. Students completing BSCV 301 in the fall semester are invited to be trained as undergraduate Peer Dialogue Leaders (PDLs) in a credit-bearing internship the following spring. Original program element is the 4-session/90 minute per session dialogue group involving up to sixteen participants, facilitated by two PDLs. PDLs make brief presentations to group members in beginning of sessions on Defining Dialogue, Obligations of Dialogue Participants, Dualism, Hot Buttons, Seeking Consensus, Wicked Problems and Consequences. Group members are invited to share important dimensions 	<ul style="list-style-type: none"> 1st & 2nd year CIVICUS Associates (optional assignment in BSCV 191, BSCV 182, BSCV 301), members of the Resident Assistant Training Class (optional assignment in HESI 470) are regularly structured group participants in the Common Ground 4-session dialogue groups. Resident students and selected members of other courses 	Common Ground programs (unlike the intergroup “Words of Engagement” dialogue program) are facilitated solely by undergraduate PDLs. The two semesters of preparation combined with the on-going supervision of PDLs service in their roles by a small number of professional staff are limiting factors on the numbers of students who participate in the program. Students	<ul style="list-style-type: none"> The impetus for the creation of Common Ground was the observed polarization, reflexive disposition for heated debate, and avoidance of engagement on diversity/identity related issues among undergraduate students that emerged in the mid-1990’s on the campus. The design of the program employs a task-oriented structure (main questions to be explored in each of four dialogue sessions) that results in process-oriented learning (achieving common-ground solutions via consensus while also reaching mutual understanding on elements of an equity dilemma on which consensus cannot be reached. Participants achieve an understanding of dialogue as a process-oriented discipline, defined as <i>honest discussion of serious topics with flexible minds, without polarizing, while maintaining civility</i> (Cortes, 1995). Participants learn about consensus as an alternative process to argument, requiring patience, discipline, and empathy. Participants are recruited to participation via their invested interest in a societal equity dilemma, while consistently reporting that their understanding of both the complexities of the dilemma and the sentiments of others with

Component	Notes	Who Gets This?	Who Does Not?	Diversity/Civic Engagement-Related Content
	<p>of their individual identities during the first session.</p> <ul style="list-style-type: none"> Groups take up a current societal equity dilemma. Each of the four sessions explores a main structural question: (1st) What are the dimensions of this dilemma? (2nd) What are options for action? (3rd) Which options are those upon which the group can reach consensus? (4th) What are the intended and unintended consequences of the agreed upon options? Additional elements of the Common Ground program are derivatives of the 4-session model. An engagement on personal identity (“You-ID”) and a single session dialogue on a current multicultural issue (“Trending Topics”) are also available and facilitated by PDLs. 	<p>are participants in the You-ID and Trending Topics groups.</p> <ul style="list-style-type: none"> All participation in the Common Ground program is voluntary. Those who participate via coursework must be offered an alternative assignment if they do not wish to participate in Common Ground. 	<p>who do not choose to participate in You-ID or Trending Topics on their residence hall floors, and students who are not enrolled in the courses for which Common Ground is an auxiliary assignment are not regularly exposed to the program.</p>	<p>opposing views are significantly expanded as the result of their participation in the dialogues.</p> <ul style="list-style-type: none"> The program design intends that participants will (1) develop a better understanding of a current, complex, multicultural issue, (2) present coherent, logical, evidence-based analysis of the issue rather than simply asserting their own opinions, (3) ask questions of one another that will elicit greater personal and group understanding of the issue being discussed, (4) develop a better capacity for seeing the issue through the eyes of others, (5) become better able to discuss an important issue without losing quality of discussion, and (6) test their own beliefs about and issue without any obligation to change their position, with the possibility that change may occur. For the twenty years of the Common Ground program, 75% to 80% of participants in the four session dialogue groups have consistently expressed agreement that they were “<i>more willing to engage with people of differing identities and views about issues that are divisive</i>” on participant evaluation forms. For reference, please see: Voorhees, R. & Petkas, S.N. (2011) Peer educators in critical campus discourse. In L.B. Williams (Ed.), <i>Emerging practices in peer education</i> (pp. 77-86). <i>New Directions for Student Services</i>, No. 133. San Francisco: Jossey-Bass.

Appendix E. Summary of Task Force Recommendations

DETF recommendations fall into four broad categories: introductory activities for students new to campus (first-year and transfer students); General Education diversity requirements; optional diversity education and civic engagement experiences; and disciplinary and major area requirements. We summarize key recommendations and options for each category in the table below, and elaborate on the rationale, expected costs and benefits, and implementation challenges of each in the report.

Category	Component	Notes	Target Population	Diversity Education/Civic Engagement Content	Assessment
Introductory activities for undergraduate students new to campus (first-year and /or transfer students)	Introductory online course	<ul style="list-style-type: none"> This could be developed in-house as a joint project between TLTC, ODI, and Academic and Student Affairs. It would be administered online and could be completed before students arrive on campus. It would need to be updated & refreshed periodically. 	<p>Required for all students and enforced through registration block.</p> <p>A version should be developed for faculty & staff as well.</p>	<ul style="list-style-type: none"> An online course offers a cost-effective, practical approach for communicating proposed UMD values (united, respectful, secure and safe, inclusive, accountable, empowered and open to growth), explaining the historical context, and clarifying the need for such values in forming an effective learning environment for all students. It might offer examples of how these values are enacted; and indicate what actions students should take if they feel disrespected or unsafe. It could serve as a prelude to the Terrapin Strong program once students arrive on campus. 	<ul style="list-style-type: none"> Interactive quiz results Conduct focus groups to assess perceived value
		<ul style="list-style-type: none"> Additional online courses could be developed and piloted 		<ul style="list-style-type: none"> Subsequent online courses could explore and expand on other proposed UMD diversity education and civic engagement learning outcomes 	
	First-Year Book program	<ul style="list-style-type: none"> This program has historically had a strong diversity & inclusion component that could be expanded. 	First-year students	<ul style="list-style-type: none"> Classroom-level incentives could be offered for participation in campus programming related to diversity, inclusion, and civic engagement. A badging system might be included to encourage students to attend these campus events. 	

Category	Component	Notes	Target Population	Diversity Education/Civic Engagement Content	Assessment
	UNIV100	<ul style="list-style-type: none"> • 1 credit course taught across campus; typically runs for 7-10 sessions • Many instructors are campus staff members and advisors. 	Many UMD freshmen + some transfer students	<ul style="list-style-type: none"> • Modify the current diversity learning outcome to focus on students' identity formation. • Enhance instructor training by offering incentives to participate in year-long learning community experiences or Narrative 4 training. • Additional content (an interactive board game; the Sticks+Stones program) have been pilot tested and are available for use by instructors. 	<ul style="list-style-type: none"> • Class visits, surveys of students, tracking innovations in content.
General Education	General Education: Diversity requirements	<ul style="list-style-type: none"> • Retain 2 categories and require that students take 1 course from each category • This requires Senate approval and would necessitate additional review of existing courses. 	Students who complete General Education at UMD	<ul style="list-style-type: none"> • The category labels and learning outcomes would be revised to sharpen their focus. • One required learning outcome would focus on race and racism. A new learning outcome pertaining to perspective taking would be included. The set of skills-oriented learning outcomes would be expanded. • A process would need to be created to review all currently approved courses. 	<ul style="list-style-type: none"> • A revised rubric for the new categories and learning outcomes.
General Education	General Education: Academic writing	<ul style="list-style-type: none"> • Invite the faculty board to consider modifying learning outcomes to include diversity, inclusion, and civic engagement. 	Students who complete General Education at UMD	<ul style="list-style-type: none"> • The director of the Academic Writing program has pilot tested such revisions. 	<ul style="list-style-type: none"> • Would require revised rubrics for FSAW-category courses
	General Education: Oral communication	<ul style="list-style-type: none"> • Invite the faculty board to consider modifying learning outcomes to include diversity, inclusion, and civic engagement. 			<ul style="list-style-type: none"> • Would require revised rubrics for FSOC-category courses

Category	Component	Notes	Target Population	Diversity Education/Civic Engagement Content	Assessment
Optional diversity-related experiences	Optional pathway with badging or a micro-credential in diversity education	<ul style="list-style-type: none"> Several current programs exist across campus (e.g., CARE, training for Common Ground and WEIDP) 	Undergraduate students interested in expanding their exposure or experiences	<ul style="list-style-type: none"> Faculty and staff could nominate their programs for inclusion and serve on campus committees to assess student learning and progress. Career Services staff could market these microcredentials to prospective employers as a strategy for increasing students' interest in pursuing such opportunities. 	Assessment plans would need to be developed and/or formalized
	Maryland Volunteer Corps	<ul style="list-style-type: none"> Proposed program 	Rising junior or senior students	<ul style="list-style-type: none"> This program could provide supervised, semester- or summer-long opportunities for service to Maryland communities different from students' communities of origin. 	
Discipline and major areas of study	Major degree programs	<ul style="list-style-type: none"> Require all major degree programs to review their requirements for diversity content. If absent or limited, ask them to identify discipline-relevant diversity, inclusion and/or civic engagement learning goals, content, and instruction. 	All graduating students	<ul style="list-style-type: none"> Many degree programs already include relevant coursework (e.g., College of Education, School of Public Health); this initiative would extend to all campus majors. Degree programs would retain control over the goals, content, and instructional format, which could include non-credit professional development workshops, experiential learning or formal coursework. 	<ul style="list-style-type: none"> Learning outcomes would be included on learning outcome assessments for each major. Colleges would update information regularly about these requirements and their effectiveness