



**Revisions to the Diversity General Education Requirement
(Senate Document #20-21-10)
Educational Affairs Committee | Chair: Ross Salawitch**

The Senate Executive Committee (SEC) and Senate Chair Williams request that the Educational Affairs Committee review the proposed modifications to the general education diversity requirement described in the Diversity Education Task Force Report.

The Educational Affairs Committee should:

1. Review the [University of Maryland Strategic Plan - Transforming Maryland: Higher Expectations](#).
2. Review the University of Maryland [2016 Strategic Plan Update: Equal to the Best](#).
3. Review the [University of Maryland Strategic Plan for Diversity: Transforming Maryland - Expectations for Excellence in Diversity and Inclusion](#).
4. Review the University's current general education diversity [requirements](#).
5. Review Transforming General Education at the University of Maryland ([Senate Document #09-10-34](#)).
6. Review the General Education Implementation Plan ([Senate Document #10-11-31](#)).
7. Review Inclusion and Respect at the University of Maryland ([Senate Document #17-18-03](#)).
8. Review the Diversity Education Task Force Report.
9. Consult with a representative of the Office of Undergraduate Studies.
10. Consult with the Associate Dean for General Education.
11. Consult with a representative of the Office of Diversity and Inclusion.
12. Consult with representatives of the Diversity Education Task Force.
13. Consult with members of the General Education Diversity Faculty Board.
14. Consider whether the proposed modifications to the general education diversity requirements are appropriate for the University and are in alignment with the principles in the University's Strategic Plan, the Diversity Strategic Plan, and the Statement of University Values
15. Consider whether the proposed learning outcomes for the general education diversity requirement align with the Diversity Education Task Force's principles on diversity education.
16. Consider whether the subsequent revisions to the learning outcomes and recommendations that have been proposed to the Educational Affairs Committee by the Diversity Education Task Force align with the Diversity Education Task Force's principles on diversity education.

17. Consider whether the proposed revisions suggested in the attached proposal that acknowledge the dynamics of a multilingual society in the diversity general education requirement are appropriate.
18. Consider the best options for implementation of the proposed modifications to the general education diversity requirements based on the suggestions from the Diversity Education Task Force or through consultations with the Office of Undergraduate Studies.
19. If appropriate, recommend whether the proposed modifications to the general education diversity requirements and the associated learning outcomes should be revised, in consultation with representatives of the Diversity Education Task Force.
20. If appropriate, make recommendations on implementation strategies associated with the modification of the general education diversity requirement.

We ask that you submit a report to the Senate Office no later than **February 4, 2022**. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

Proposed Amendment to the Gen Ed Diversity Requirement: Language and Culture

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RATIONALE

We strongly support the continued existence of a diversity component for the Gen Ed program at the University. Our proposal for expanding the diversity requirement aims to strengthen it, by providing students with the opportunity to engage with underlying cultural differences firsthand. The learning outcomes associated with “Understanding Structures of Racism and Inequality” and “Navigating Diverse Social Environments” were crafted without acknowledgement of the fact that we are a part of a multilingual society or recognition of language study as a component of diversity. Given the profound manner in which languages shape the human experience, students will much more seriously engage with a culture if they study its language.

SUGGESTED REVISIONS

Proposed Revision to the General Education Diversity Requirement Recommendation:

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 **that the General Education Diversity requirement reflect best practices in diversity education; align with the principles in past initiatives related to diversity; recognizes racism as significant campus climate concern; and acknowledges that we are part of a multi-lingual society. We also 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.

Proposed Revisions to the Learning Outcomes:

Understanding Structures of Racism and Inequality Learning Outcomes (Includes April 2021 Task Force Revisions - blue/bold & red/cross-out & Languages Proposed Revisions - bold/purple)

1. Analyze racism as a form of historical and systemic discrimination ~~that intersects with other forms of power and oppression 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, ~~including race/ethnicity~~ **(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, ~~and empathize with~~ the experiences of individuals who have ~~been marginalized in societal disputes due to racial and other forms of systemic inequity~~ **different social identities**.
4. Analyze social policies, **discourses**, 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 **or linguistic** contexts, as for example, dance, foodways, **language**, 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 sociocultural groups (a) within a single society or historical timeframe or (b) across different societies or historical times.

Navigating Diverse Social Environments Learning Outcomes (Includes April 2021 Task Force Revisions - blue/bold & red/cross-out & Languages Proposed Revisions - bold/purple)

1. Reflect ~~deeply~~ 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 **an understanding of** the language and behaviors used to convey respect for people of similar and different sociocultural backgrounds.
3. Identify, **and** describe, ~~and empathize with~~ the experiences of individuals who ~~have been marginalized in societal disputes with more powerful social groups that~~ **hold different social and/or linguistic identities**.

*At least one of the following **four items** is required:*

4. Communicate **and collaborate** effectively (i.e., listen and adapt one's own persuasive arguments) with others from different social **and/or linguistic** backgrounds to establish and build coalitions.
5. Demonstrate skills to work collaboratively within and across sociocultural groups to achieve mutual goals.
6. Use skills to identify and reach consensus on resolutions for shared problems in conflicts across sociocultural groups.
7. **Demonstrate the linguistic skills necessary to understand the perspectives of diverse groups as an engaged practitioner of cultures.**

Proposed Recommendation on Implementation:

The implementation group responsible for implementing the revisions to the General Education Diversity requirement should actively engage a tenured faculty member from the School of Languages, Literatures, & Cultures (SLLC), Classics, or Linguistics to ensure the incorporation of expertise in how language can be an important dimension of diversity.