

Diversity Core Team Report

November 1, 2012

The Diversity Core Team comprised of Alberto Pulido, Carole Huston, Kristin Moran, Mike Williams, and Steve Sumner has met throughout the Fall 2012 semester that culminated with a public forum on September 25, 2012.

As a result, we offer the following recommendations to the Core Steering Committee. Action items necessary for implementation of said recommendations follow our specific recommendations, they draw from the Diversity Curriculum introduced last year and adopted by the Core Curriculum Committee chaired by Dean Mary Boyd.

We embrace the following definition of Diversity:

Diversity means difference, understood as an historically and socially constructed set of value assumptions about what / who matters that figures essentially in power dynamics from the local to the global. Some differences have been made to matter more than others.

The focus here is on a pedagogy that recognizes and appreciates our “differences” and how interpretations of such differences are related to power and status. Such a perspective is assessed through the following Learning Outcomes:

Knowledge Outcomes:

Learning outcome 1: Become self-aware (cognitive restructuring):

- Develop a critical and reflective understanding that affirms and challenges how you are situated in relationship to other people and the implications of this knowledge.
- Understand and articulate what you and others contribute to stories of determination, resistance, and success that challenge histories.
- Explore how language and images form and inform your perceptions from the personal to the structural.

Learning outcome 2: Recognizing and respecting difference

- Analyze the struggles of people to attain a complex and productive understanding of historical and contemporary stories of difference.

Skill Outcomes:

Learning outcome 3: Conceptualize and articulate the complexities of difference

- Critically examine the intersections of race, ethnicity, class, gender and sexuality—from the local to the global—within the contexts of power relationships that lead to systemic inequities.

Outcomes 1-3 MUST BE COMPLETED prior to, and be evident in Outcome 4

Learning outcome 4: Experience and define difference through the work of social justice

- Apply knowledge of difference to address social issues and political concerns that impact everyday lives.
- Demonstrate critical and creative plans of action that recognize difference and that embody social responsibility.

Action Items necessary for Implementing Recommendations:

As evident from our recent open forum, the current single-course approach is not an option to ensure the successful achievement of our stated outcomes and as we move forward with core revision. Furthermore, research studies show one course offered in isolation is not effective. Students simply do not have enough exposure to engage in diversity issues to effect critical changes.

We conclude with the following curricular design for incorporating diversity:

- 1) Multidisciplinary (Cluster) Model: Linking Courses across disciplines or across inside/outside class experiences.
- 2) Developmental Model: Core elements in an undergraduate curriculum that span three or four years a student attends the institution.

Finally, we strongly recommend a Standing "Diversity Curriculum Committee" be appointed by the administration that will oversee the implementation of our recommendations and action items.

