

Implementation Ideas, Diversity Education Task Force Recommendations

Proposed DETF changes to the undergraduate diversity curriculum fall into one or more of four buckets connected with students' experiences:

1. Pre-campus arrival/first-year activities to set the stage for creating a constructive learning environment, including a pre-campus arrival video module and the Terrapin STRONG program;
2. Modifications to broaden and focus the General Education diversity requirements;
3. Optional diversity microcredential for students who complete additional coursework, experiential learning activities, and reflection; and
4. Discipline-specific diversity learning outcomes within each major, which can be met via coursework and/or professional development workshops.

Many opportunities exist to create synergies among these initiatives, as summarized below.

Ideas for Faculty Development

- Faculty members attending the DETF's General Education listening sessions indicated that **comprehensive faculty development initiatives** will be critical for successful implementation of DETF recommendations.

Skill areas for faculty development. Faculty members reported needing longer-term training such as deeper knowledge about interpersonal and structural forms of bias, relationship-building skills, techniques for fostering empathy and managing intergroup dialogues, and effective conflict management techniques (e.g., how to handle "inartful" comments of other students).

Strategies for developing faculty. Many creative ideas emerged, including:

1. Host campus-wide monthly colloquia series open to all faculty and focused on these topics.
2. Explore discipline-specific approaches to diversity and inclusion with Big 10 partners.
3. Identify college-wide ambassadors who could help departments and faculty members explore ways to increase their diversity and inclusion offerings.
4. Develop and offer college-wide course re-design retreats, in which members explore ideas and work collectively on their syllabi and course materials to incorporate new diversity and inclusion content and/or instructional approaches.

Additional Supplemental Resources

- The DETF and General Education diversity faculty board can develop rubrics to clarify course expectations for faculty members wishing to revise or offer new courses for approval:
 - Whether and how their courses may need to be modified to meet the required learning outcome focused on racism in the "theory" category (currently labeled Understanding Structures of Racism and Inequality).
 - What faculty members would need to do to help students develop skills for navigating identity differences and difficult interactions, as well as how they might "grade" or evaluate student performance.
 - What behavioral outcomes would be expected in the "practice" category (currently labeled Navigating Diverse Social Environments).
- A Student Affairs-Academic Affairs alliance is exploring forming a partnership with Narrative 4, a nonprofit organization that uses a train-the-trainer model to teach empathy via art and storytelling.
- A faculty member recommended creation of an online faculty directory cataloguing specific diversity-relevant expertise within and across departments and colleges. Faculty members who

agree to be listed might make themselves available for small group and/or disciplinary discussions, individual consultations, guest lectures, and so on.

Potential Resources from Campus-wide Support Services

Office of Diversity and Inclusion

- Within the Office of Diversity and Inclusion, Jázmin Pichardo is responsible for training the Words of Engagement Intergroup Dialogue Program (WEIDP) instructors, which currently make up a good share of the Cultural Competence courses.

ODI is exploring creation of a Facilitation Training Academy to expand capacity for developing the skills needed for teaching this dialogic approach, with the hope of including faculty and staff involved in Terrapin Strong initiatives. This could be extended to include General Education faculty members and/or faculty members involved in anti-racist/inclusive teaching learning communities within the academic units.

One innovative possibility for General Education would be to pair approved "theory" courses with 1- or 2-credit Words of Engagement Intergroup Dialogue (WEIDP) courses which might serve as the "lab" component to the "theory" course. This has the potential to be a powerful, highly effective approach for achieving General Education diversity learning outcomes.

Teaching and Learning Transformation Center

- To offer individual consultations with faculty members who are interested in revising their courses to meet General Education diversity or major degree program learning outcomes, TLTC would need additional staff.
- TLTC might also offer regular open-enrollment workshops in the instructional skills identified by faculty members (e.g., relationship building, fostering empathy, conflict management techniques).

Academy for Innovation and Entrepreneurship

- As part of the campus-wide preparation for prospective changes in the General Education diversity requirement, AIE might facilitate design sprints with faculty members interested in modifying and adapting their courses to meet the revised learning outcomes.

UMD Libraries, the Clarice, etc.

Ideas for Departments, Colleges and Schools

- Creation of a dedicated position responsible for diversity, equity, and inclusion initiatives within the department, college, or school. The person selected for this position might assume administrative or leadership responsibility for one or more of these tasks:

Coordinating and assessing the Terrapin Strong initiative within the academic unit.

Setting up, coordinating, and assessing the progress of unit-wide faculty and staff learning communities geared toward exploring anti-racist and inclusive teaching practices.

Working with faculty committees to develop major area learning outcomes geared toward diversity, equity, and inclusion, identifying appropriate instructional methods (such as content included in existing courses, professional development workshops, or development of new courses) to deliver this content, and assessing progress toward achieving those learning outcomes.

Working with the unit's diversity officer to evaluate progress in hiring and retaining diverse faculty members, as well as reviewing existing policies and practices to revise those that are facially neutral but that have deleterious impact on hiring, advancement and retention of faculty and staff from marginalized populations.

Meeting regularly with students, staff, and faculty to discuss concerns pertaining to diversity, equity, and inclusion issues within the college.