

COLL 350 GENESIS

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Implementation

DEVELOPMENT OF COLL 350: DELIBERATIVE AND INCLUSIVE PROCESS

- **Task Force on Race and Race Relations, March 2015 – March 2016**
 - Four sub-committees made up of students, staff, faculty, and administrators
 - Each subcommittee included in its recommendations incorporating required courses on race and other intersecting categories of difference as part of the larger project of creating a more inclusive and equitable campus community
- **COLL 199 Sub-Committee, Educational Policy Committee, October 2017 – April 2018**
 - Presented initial proposal for a COLL 199 requirement to FAS
 - Some faculty expressed concerns that “If we do not understand best practices surrounding these kinds of requirements, we will not achieve the desired outcomes.”
- **Ad Hoc Committee on COLL 199 Implementation, September 2018 – September 2019**
 - Charge: “To continue the work of the Task Force on Race and Race Relations and ... the EPC subcommittee on COLL 199 by investigating experience in the field and reporting on the status, implementation, and outcomes of COLL 199-like requirements at our peer institutions, including but not limited to the State Council of Higher Education for Virginia (SCHEV) institutions.”
 - Final recommendations for a new COLL requirement strongly endorsed by Student Assembly
 - Final COLL 350 requirement approved by FAS, December 2019
- **COLL 350 Sub-Committee, Educational Policy Committee, September 2020 to present**

WORK OF THE AD HOC COMMITTEE

- Reviewed published scholarship and other research on “diversity and inclusion” requirements
- Reviewed experience at William & Mary’s peer institutions:
 - Examined GERs at 30 universities (25 SCHEV-defined peer institutions and 5 other Virginia schools) and followed up with interviews of faculty and administrators
 - Found that 20 institutions currently require a “diversity and inclusion” course of some kind; 2 others in process of developing a requirement; others launching “diversity” curricular initiatives independent of GERs; a few designed requirements but failed to win faculty endorsement
- Surveyed faculty at William & Mary and solicited potential syllabi:
 - Received 255 faculty responses, 206 syllabi
 - Found significant number of courses already offered that could fulfill the requirement, but also that we will need more
 - Faculty overwhelmingly expressed enthusiasm and but also requested support

COLL 350: DIFFERENCE, EQUITY, JUSTICE

- The COLL 350 requirement enhances students' knowledge and facilitates their critical analysis of the workings of power, privilege, and inequity in U.S. society and globally, past and present.
- The goals of the COLL 350 are:
 - 1) to provide students with a rigorous academic space in which to explore differences in perspective while foregrounding reasoned and respectful discussion as the means for achieving common ground;
 - 2) to deepen students' understanding of justice, equity, and the value-laden processes of social inclusion and exclusion through institutional, cultural, and normative practices that are both historical and ongoing.
- To meet these pedagogical goals, COLL 350 courses will:
 - 1) examine social norms, institutional practices, and patterns of belonging and marginalization by exploring race and at least one other key social category including, but not limited to: class, disability, ethnicity, gender expression, gender identity, immigration status, language, religion, sex, and sexual orientation;
 - 2) emphasize respectful dialogue among students as an integral component of the course; and
 - 3) enable critical reflection by requiring students to make substantial and sustained connections between the course material and contemporary life in the United States.

COLL 350 IMPLEMENTATION

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Chair, COLL 350 Subcommittee of the Educational Policy
Committee

CLA

Center for the Liberal Arts

.The CLA has organized:

- Reading groups introducing faculty to issues of diversity in higher education classrooms
- Thematic conversations each week (2020-21) on W&M student perspectives of diversity in the classroom
- Workshops on the nuts and bolts of proposing a COLL 350
- Bi-weekly seminar in spring 2021
- January 2022 the CLA will host a multi-day workshop
- One-one-one consulting with a CLA fellow
- Blackboard site – COLL350 implementation resources

Overall, **80-90** faculty have engaged with the CLA programming around C350

COURSES APPROVED

- **26 courses**

Area I - 11 courses

AFST 314	Labor markets and Entrepreneurship in a comparative perspective (30 students)
RELG 347	New Religions in America (35 students)
PHIL 100	Freedom (15 Students)

Area II - 13 courses

ANTH 201	Introduction to Archeology (80 students)
HIST 212	Disorderly people in the Atlantic World (35 students)
LING 308	Language and Culture (27 Students)

Area III - 2 courses

MATH 150	To Infinity and Beyond (15 students)
GEOL 350	Earth Science and Environmental Justice (18 students)

WHERE WE ARE NOW!

- -Resources TAs, speakers, C350 innovation grants
- -It takes Time Positive trajectory
 - This fall: 14 courses with C350 attribute for a total of 417 seats.
 - Our students registered for 403 out of those 417
 - 13 different disciplines are offering a C350 this fall
- C350 requirement goes into effect with the class matriculating in Fall 2021.
- For the next 4 years, C350 can be added to another coll course. For example, student can get credit for a C200 and a C350 in one course.