REPORT OF THE AD HOC COMMITTEE ON COLL 199 IMPLEMENTATION:

FINAL REPORT AND RECOMMENDATIONS

Presented to the Faculty of Arts & Sciences on September 3, 2019

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FINAL REPORT AND RECOMMENDATIONS

This report presents the findings of the Ad Hoc Committee on COLL 199 Implementation and includes recommendations for next steps to move ahead with implementation of COLL 199. A draft report without recommendations was presented to the Faculty of Arts & Sciences on April 2, 2019.

SUMMARY OF FINDINGS:

1) Intent of COLL 199:

Our research confirmed that for COLL 199 to be successful, all participants must understand and broadly agree on its purpose and intent. Our meetings with various campus groups, though, revealed that some confusion exists among W&M faculty about what COLL 199 has been designed to achieve. Our committee agreed that it is therefore crucial to articulate our understanding of the intent of COLL 199. Drawing on (a) the description of the requirement put forth by the Implementation Team/EPC Subcommittee and approved by the faculty, (b) our findings from our review of published literature regarding approaches to "diversity and inclusion" requirements, and (c) the experience of our peer institutions, we conclude:

> The aim of COLL 199 is, and should be, to deepen students' understanding and facilitate their critical analysis of the workings of power and privilege, that is, the production and reproduction of inequality in U.S. society and generally, past and present. This aim differs in intent and subject of analysis from a simple "diversity" requirement intended to facilitate students' comfort and capacity in multi- or cross-cultural settings (the stated aim of "diversity and inclusion" requirements at some, but not all, universities).

The importance of this distinction should become clear from the findings presented in the report that follows.

2) We have learned the following from published research on COLL 199-like requirement:

A) Research has documented important benefits to students from COLL 199-like course requirements. If implemented carelessly, though, such requirements can have unintended but nonetheless harmful consequences for faculty and students, especially faculty and students of color. Such courses can also lead some students, especially those relatively advantaged by social and economic hierarchies and systems of racial, class, gender, religious, or sexuality bias in U.S. society, to close rather than open their minds. There is evidence we can and must draw on for how to design COLL 199 courses thoughtfully and effectively in order to avoid such consequences.

B) COLL 199-like requirements have been found to be most effective when they are one of many curricular and campus experiences that foreground and engage issues of difference and inequality.

C) To reach students most effectively, it is important that courses engaging questions of difference and inequality be offered across the curriculum, in all departments and units.

D) It is also important that departments and units develop this teaching capacity in their faculty, that they prioritize relevant fields in hiring, and that they not expect or pressure current faculty, and faculty of color in particular, to take on responsibility for this requirement, if it does not relate to their teaching expertise and research interests.

E) Requiring COLL 199 for all undergraduates will require substantial investment from the administration in faculty development resources and opportunities, incentives, and hiring.

F) Research documents significant inequity and bias in current methods for evaluating teaching effectiveness through student course evaluations, especially for women faculty and faculty of color, and for faculty teaching subjects that challenge students to reach beyond their comfort zones, as COLL 199 courses often will. This suggests it will be important to rethink and adjust teaching evaluation practices at W&M in order to ensure that teaching Coll 199 courses will not negatively affect chances for promotion.

3) We have learned from a review of requirements at Peer Institutions:

A) A majority of our peer institutions currently require "diversity" or "social justice and inclusion" courses or are in the process of developing such requirements. This also coincides with trends nationally.

B) Existing COLL 199-like requirements at our peer institutions fall into three categories – those that aim to facilitate students' comfort and capacity in multi or cross-cultural settings (which is less ambitious than we understand the aims of COLL 199 to be), those that aim to facilitate critical analysis of structures of power and inequality (which is what we understand the aims of COLL 199 to be), and those that aim not only to facilitate such critical analysis but also to inspire certain action (which goes beyond what we understand the aims of COLL 199 to be).

C) Many of our peer institutions are pleased they moved ahead on their requirements quickly and have attempted to adapt and adjust along the way, rather than delaying for further study.

D) Many of our peer institutions support the thoughtful and effective implementation of COLL 199-like requirements through faculty development workshops and seminars;

centers for social justice or teaching and learning; and, in some cases, stipends to support course development.

4) We have learned from our survey of W&M faculty:

A) W&M faculty teach a significant number of courses they believe would meet a COLL199-like requirement.

B) Of the 255 survey respondents, nearly half (47%, or 119) indicated that at least one of the courses they teach, and for many a second or third course, would meet COLL199, as they understand the requirements, for a collective 180 courses.

C) An additional 30 respondents (12 %) believe that they can adapt at least one of their existing courses to meet COLL 199 requirements, for an additional 61 courses.

D) Of the 96 respondents (38%) who did not believe their courses would meet COLL199, 13 respondents (5%) were interested in developing a new course.

E) We isolated Fall 2018 syllabi (81 total) as a separate dataset as an indication of the kinds and number of courses and seats that might be available in a given semester. Of the 81 Fall 2018 syllabi submitted, the committee concluded that, without adjustment, 31 (or 38%) met our understanding of the COLL 199 criteria. According to the information faculty provided, these 31 courses would have provided approximately 635 seats.

> Note: The committee asked Janice Zeman, Dean of Undergraduate Studies, for assistance calculating the number of seats in COLL 199 courses that would be required each semester in order for undergraduates to be able to fulfill this requirement within four years of study at W&M. Dean Zeman estimated that close to 1100 seats would be necessary.

F) Although there is significant interest among the faculty in teaching COLL 199 courses, there is also reason to interpret that interest with caution. More than 40 percent of the faculty responding to the survey expressed significant doubts and concerns about teaching COLL 199. Faculty in the natural sciences are particularly concerned about their qualifications to teach COLL 199. There is anxiety about the level of training and support W&M will commit to COLL 199—faculty are particularly desirous of development opportunities that are ongoing. Faculty indicate that while they individually might be interested in teaching COLL 199, that does not mean they will be able to do so due to other teaching commitments and department/programmatic needs. And faculty are concerned that if they were to teach a COLL 199 course, they would not be adequately supported by their departments nor by the administration.

G) It is clear that to move forward in developing COLL 199 courses, faculty see a crucial need for resources: the single most requested avenue of resources is course development funds—106 respondents indicated those funds would be helpful in developing or adapting courses (16% of all responses).

INTRODUCTION:

The Ad Hoc Committee on COLL 199 Implementation was appointed by the Faculty Affairs Committee in May 2018 and began our work in August 2018. Our charge was four-fold, as mandated by the April 3, 2018, resolution of the Faculty of Arts & Sciences:

- To continue the work of the Task Force on Race and Race Relations and the Implementation team 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. When practicable, this investigation was to include an analysis of the impact that adoption of such a requirement has had on students and faculty of color.
- To propose a budget for the implementation of a COLL 199 requirement, including necessary training and course development in line with best practices, and necessary hiring of faculty and staff.
- To consult with the Provost and the Dean of Arts & Sciences to determine the resources available in Arts & Sciences to support implementation of a COLL 199 requirement.
- To report on any other relevant information that the Ad Hoc Committee believes would be useful for informing the faculty as it deliberates COLL 199.

Members of the committee are:

- Michael Blakey (Anthropology, Africana Studies, and American Studies)
- Kay Jenkins (Sociology)
- Gayle Murchison (Music)
- Chris Nemacheck (Government, Center for the Liberal Arts)
- Steve Otto (Dean's Office)
- Suzanne Raitt (English, Implementation Team/Educational Policy Subcommittee)
- Hannah Rosen (History, American Studies), co-chair
- Margaret Saha (Biology)
- Marc Sher (Physics), co-chair

History:

In March of 2015, President Taylor Reveley appointed a **Task Force on Race and Race Relations** for William & Mary, and one year later the Task Force presented its report.[1] The Task Force had divided its work into four subcommittees, and the report contained each subcommittees' recommendations. Although not identical in the approach proposed, consistent across the different subcommittees was the call to incorporate into the undergraduate curriculum required courses on race and other intersecting identities as part of a larger project of creating a more inclusive and equitable campus community. (Similarly, see recommendation 1a of this report.) Several of the recommendations also pertained to related support and development opportunities for faculty. The Task Force's recommendations include:

[1] See https://www.wm.edu/sites/racerelations/_documents/executive_summary.pdf.

> "Be proactive in creating an inclusive community by developing a curricular and research platform by which to mandate a race, ethnicity, sexuality, and inclusivity COLL requirement for sophomore students."
>
> "Adjust the new COLL curriculum to include a mandatory class on race and other intersecting identities."
>
> "Integrate race and diversity awareness courses into the required COLL curriculum through the creation of a first-year COLL course focusing on race in American history and society for all undergraduate students."
>
> "Regularly offer, seminar-style, one- or two-credit COLL 200 electives course(s) on current topics in race and identity in American society."
>
> "The creation of internal professional development opportunities through the Charles Center or Dean's Office to include… teaching resources that address diversity and inclusiveness in the academy."
>
> "Establish a formal cross-cultural mentorship program for faculty development around diversity-related issues."
>
> "The College should create and fund a faculty development institute similar to Virginia Commonwealth University's Institute on Inclusive Teaching. Such an institute would develop training programs and promote best practices/informational documents focusing specifically on topics of teaching diverse student populations and maintaining respectful classroom environments for anyone providing instruction, including tenure-track faculty, non-tenure-eligible faculty, teaching fellows and assistants."

From those recommendations evolved an **Implementation Team/Educational Policy Subcommittee**, which brought forward a resolution endorsing the creation of an Inclusion and Common Ground (ICG) requirement to be added to the College Curriculum. This requirement was to "focus on issues of difference, include discussions of marginalized communities, engage issues of contemporary U.S. society, and encourage the development of the ability to engage in respectful disagreement and debate." The resolution was passed at the October 3, 2017, meeting of the Faculty of Arts & Sciences.

By this resolution, the faculty communicated "its support for this effort and its intention to collaborate in the development and implementation of a curricular requirement relating to inclusion" and charged the subcommittee with conducting "faculty discussion, data collection, consultation with experts, and piloting of courses in order to determine the nature of such a requirement" and to continue its "work on an inclusion requirement for the COLL curriculum and bring its efforts to the faculty for discussion, development, and, eventually, a vote" (See Appendix A).

After completing this work, the Implementation Team/Educational Policy Subcommittee proposed the following **COLL 199 curricular requirement** for consideration at the April 3, 2018, meeting of the Faculty of Arts & Sciences:

> COLL 199 is a requirement that all students take a course of at least 3 credits dealing with justice and equity. The COLL 199 attribute may be applied to other COLL courses, including COLL 100s, 150s, and 200s. Students who take such courses will earn credit toward both requirements. This attribute can be affixed to any course that successfully addresses two pedagogical goals.
>
> These goals are: 1) to deepen students' understanding of the value-laden processes of social inclusion and exclusion through institutional, cultural, and normative practices that are both historical and ongoing; 2) 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.
>
> To meet these pedagogical goals, COLL199 courses will: 1) examine social norms, institutional practices, and patterns of belonging and marginalization by exploring at least two key social categories including, but not limited to: race, gender identity, ethnicity, sexual orientation, socioeconomic status, language, religion and disability; 2) emphasize respectful dialogue among students as an integral component of the course; and 3) enable critical reflection by requiring students to make sustained connections between the course material and contemporary life in the United States.

On March 31, 2018, 24 faculty members distributed via listserv to the A&S faculty a **"Letter of Concern regarding COLL 199"** (see Appendix B) that urged delaying the vote on the new curricular requirement due to the following concerns:

> 1) "If poorly implemented, the requirement could create additional burdens for students and faculty of color."
>
> 2) "If we do not understand best practices surrounding these kinds of requirements, we will not achieve the desired outcomes."
>
> 3) "If we do not explicitly specify necessary institutional and financial resources, course development and implementation will be inadequately supported."

After consultation between the Implementation Team/Educational Policy Subcommittee and representatives of the "Letter of Concern," a revised resolution came before the April 3, 2018, meeting of the Faculty of Arts & Sciences. With its amendment and passage by the faculty, the resolution both described a COLL 199 requirement and created and charged an **Ad Hoc Committee on COLL 199 Implementation** to undertake further study and report back to the faculty (see Appendix C).

The Ad Hoc Committee's Work:

The committee that formed as a result of this resolution is broadly representative of the W&M faculty and includes members with teaching experience across the domains of the College Curriculum. The research and teaching expertise of two members fall primarily under the Natural World and Quantitative Reasoning domain (Margaret Saha and Marc Sher); four primarily under the Cultures, Societies, and the Individual domain (Michael Blakey, Kay Jenkins, Chris Nemacheck, and Hannah Rosen), and two primarily under the Arts, Literature, and Values domain (Gayle Murchison and Suzanne Raitt). A final member of the committee serves as Director of Communications for Arts & Sciences (Steve Otto).

The work undertaken by the committee falls into three categories:

1) Published scholarship and other research on "diversity and inclusion" requirements:

We began our work by reviewing the research collected by the Implementation Team/Educational Policy Subcommittee, We also reviewed research cited in the "Letter of Concern" and other scholarship in the field (see Bibliography).

Individual members attended the August 15 workshop, "Developing Emotional Intelligence and Intercultural Competence," with Interculturalist consultants. Committee members also met with Tia McNair, vice-president, Office of Diversity, Equity, and Student Success at the Association of American Colleges and Universities (AAC&U), and attended McNair's workshop, "Why Inclusion Matters: Finding Our Common Ground," on September 18, 2018.

2) Review of experience at William & Mary's peer institutions:

We investigated experience in the field by reviewing the current general education requirements at 25 peer institutions, as defined by SCHEV, and 5 additional Virginia institutions, often supplementing this research with follow-up phone interviews with the Dean of Arts & Sciences (or equivalent, such as the Chief Diversity Officer) to obtain more informal, and less public, background information. (See Appendix D for a list of institutions reviewed.)

3) Listening sessions and survey of existing courses and faculty concerns at William & Mary:

In the Fall semester, members attended a listening session at the annual retreat of the Council of Chairs and Program Directors (September 11, 2018) and a listening session with fellows of the Center for the Liberal Arts (September 24, 2018). In the Spring, members met with the chair of the EPC (February 27, 2019), the FAC (March 19, 2019), the CCPD (March 21, 2019); and the Dean of Arts & Sciences office (March 26, 2019).

On September 24, 2018, via an email sent to the fas-d email list, the committee invited faculty to complete a survey about the implementation of COLL 199 (See Appendix E). We solicited information regarding (a) current or potential W&M courses that might meet

> the COLL 199 requirements; (b) resources desired by faculty to support the implementation of COLL 199; and (c) faculty concerns regarding the new requirement.

What follows is a description of our findings from the work described above. The committee has also finalized recommendations for next steps to move ahead with implementation of COLL 199 and presents these in Section V of this report.

SECTION I: INTENT OF COLL 199:

Our research, and especially our meeting with Tia McNair, Vice President in the Office of Diversity, Equity, and Student Success at the Association of American Colleges and Universities, confirmed our sense that for COLL 199 to be successful, all participants must understand and broadly agree on its purpose and intent. Our meetings with various campus groups revealed, though, that some confusion exists among W&M faculty about what COLL 199 has been designed to achieve. Our committee agreed that it is therefore crucial to articulate clearly our understanding of the intent of COLL 199. We dedicated several meetings to discussing this question, and in those discussions, we drew on the description of the requirement put forth by the Implementation Team/EPC Subcommittee and approved by the faculty, on our findings from our review of published literature regarding approaches to "diversity and inclusion" requirements, and on the experience of our peer institutions, to conclude:

> The aim of COLL 199 is, and should be, to deepen students' understanding and facilitate their critical analysis of the workings of power and privilege, *i.e.*, the production and reproduction of inequality in U.S. society and generally, past and present. This aim differs in intent and subject of analysis from a simple "diversity" requirement intended to facilitate students' comfort and capacity in multi- or cross-cultural settings (the stated aim of "diversity and inclusion" requirements at some, but not all, universities).

We discuss this distinction further in Section III below.

SECTION II: PUBLISHED SCHOLARSHIP AND OTHER RESEARCH:

Efforts at promoting "diversity," "equity," and "inclusion" on campuses generally as well as specifically through curricular requirements have been ongoing for decades across the country. As a result there have been opportunities to study the effects and consequences, intended and unintended, of these efforts. We began our work considering some of those studies with an eye toward our mandate to "continue the work of the Task Force on Race and Race Relations and the Implementation team and the EPC subcommittee on COLL 199 by investigating experience in the field" and especially "the impact such requirement adoption has had on students and faculty of color." We first reviewed materials collected by the Implementation Team/EPC Subcommittee and the scholarship cited in the "Letter of Concern." We also collected additional research. (See Bibliography.)

Much of the research we reviewed assesses courses that do not necessarily meet what we see to be the rigorous aims of COLL 199, that is, to deepen understanding and facilitate critical analysis of power and privilege. Many of the findings are nonetheless instructive.

The research confirms the following principles:

> COLL 199-like required courses can be beneficial to students in multiple important ways. If implemented carelessly, though, such requirements can have unintended but nonetheless potentially harmful consequences for faculty and students, especially faculty and students of color. Such courses can also lead some students, especially those relatively advantaged by social and economic hierarchies and systems of racial, class, gender, religious, or sexuality bias in U.S. society, to close rather than open their minds. There is evidence we can and must draw on for how to design COLL 199 courses thoughtfully and effectively in order to avoid such consequences.
>
> To have the desired impact and avoid potential harm, a student's COLL 199 course should be one of many curricular and campus experiences that foreground and engage issues related to difference and inequality.
>
> To have the desired impact and to avoid potential harm, W&M must achieve broad participation in COLL199 teaching across units and faculty on campus.
>
> Faculty incentives, training, and support related to developing knowledge about specific course design and teaching strategies that research has shown to be effective will be crucial to COLL 199 having the desired impact.
>
> Current practices for evaluating teaching effectiveness for merit and promotion should be rethought and adjusted to address research findings on inequity built into those practices, especially for women and of color faculty and for instructors who teach subjects that challenge students to reach beyond their comfort zone, such as COLL 199 courses.

The following discussion will summarize specific research findings that support these conclusions.

A) Impact of "Diversity and Inclusion" Requirements on Students:

Much research has found important benefits to students from "diversity and inclusion" courses. Indeed, the authors of a 2011 study conclude that the "mounting evidence of the educational effectiveness of diversity coursework" may even be "conservative" in its estimates of positive outcomes.[2] Documented outcomes include: evidence of reduction of both overt and more subtle

[2] Thomas F. Nelson Laird and Mark E. Engberg, "Establishing Differences between Diversity Requirements and Other courses with Varying Degrees of Diversity Inclusivity," *the Journal of General Education*, Vol. 60, No. 2 (2011), 133, citing Chang (2002) and Gurin, et al (2002). This conclusion is based on the authors' finding that many courses that are not part of a diversity and inclusion requirement, even on campuses that have such a requirement, are equally inclusive of diversity content, suggesting that students in control groups used to measure effectiveness of required courses may themselves often have

forms of racism and sexism among students;[3] students "becom[ing] more likely to notice racism and privilege";[4] students developing "more positive attitudes" toward people of color, people with disabilities, and LGBTQ identified individuals;[5] "gains in students' cultural awareness and appreciation";[6] increases in "the importance that they place on social action and engaged citizenship";[7] "more positive interactions with racially/ethnically diverse peers";[8] and "gains in "academic self-confidence and dispositions toward critical thinking,…complex thinking,…moral reasoning and problem-solving skills,…and general knowledge and writing ability."[9]

Scholars have also, though, questioned the research methods used in some studies documenting these positive outcomes, including a "substantial social desirability effect" on answers to surveys given to students after a particular course, the failure to control for prior perspectives of respondents and the number of relevant courses a student has taken, and the inability to measure change over time.[10] (These critiques of existing research were also raised in the March 31, 2018, Letter of Concern.) This has led to further study with refined research methods and more nuanced conclusions.

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been exposed to diversity content in their classrooms. The demonstrated benefits would most likely then be even greater if tested against students with no exposure to such curriculum.

[3] Kim A, Case, "Raising White Privilege Awareness and Reducing Racial Prejudice: Assessing Diversity Course Effectiveness," *Teaching of* Psychology, Vol. 34, No. 4 (2007), 233; Mitchell J Chang, "The Impact of an Undergraduate Diversity Course Requirement on Students' Racial Views and Attitudes," *The Journal of General Education*, Vol. 51, No. 1 (2002), 32, 35; Nicholas Bowman, "Disequilibrium and Resolution: the Nonlinear Effects of Diversity Courses on Well-Being and Orientations toward Diversity," *The Review of Higher Education* Vol. 33 (Summer 2010), 544-45. Bowman also cites Jones & Jacklin (1988), Malkin & Stake (2004), Scott, Richards & Wade (1977), and Hogran & Mallott (2005). A study from 2000 found that for white students, a required "race and ethnicity" course "acted as a buffer against diminishing intergroup tolerance," that is growing racism and other forms of bias that were documented on one campus in the mid-1990s among students who had not taken such courses. Donna Henderson-King and Audra Kaleta, "Learning about Social Diversity: Undergraduate Experience and Intergroup Tolerance," *The Journal of Higher Education* Vol. 71, No. 2 (2000), 156.

[4] Case, 233; Bowman, 545, citing Kernahan & Davis (2007).

[5] Bowman, 545, citing Probst (2003).

[6] Bowman, 545, citing Astin (1993), Gurin et al (2002), and Hurtado (2001 and 2004).

[7] Bowman, 545, citing Astin (1993), Gurin et al (2002); Hurtado, (2001, 2004), and Nelson Laird, Engberg & Hurtado (2005).

[8] Bowman, 545, citing Nelson Laird, 2005, and Nelson Laird et al, 2005.

[9] Bowman, 545, citing Nelson Laird (2005), Gurin 199, Hurtado (2001 and 2004), Tsui (1999).

[10] Bowman, 545. See also Henderson-King and Kaleta for a discussion of methodological strengths and weaknesses of studies of "diversity and inclusion" required courses.

1) One required course on its own is not sufficient:

Several studies suggest that, in order to be effective, a required "diversity and inclusion" course should be one of several opportunities that students have to engage related questions through course work and other experiences on campus. A study issued by the Association of American Colleges and Universities in 1999 argued that institutions should "provide many different places and levels where students can revisit earlier understandings, explore new areas of inquiry, and connect knowledge about diversity to their majors."[11] The urgency of COLL 199 becoming part of a larger engagement with understandings of difference and inequality for W&M students is evident in research on both white students and students of color.

Nicholas A. Bowman conducted a study using data from first-year students at nineteen colleges and universities seeking to specify what makes a "diversity and inclusion" curriculum effective. In this study, he concludes that "students who take two diversity courses have greater gains in well-being and diversity orientations than those who take just one course" and "relative to taking one diversity course, taking three or more courses is associated with greater gains on all outcomes." At the same time, "taking no diversity courses is associated with marginally higher levels of well-being than taking one course." Bowman speculates that this stems from the fact that, "since many of today's college students grow up in relatively homogenous environments, this single curricular experience with diversity may create a sense of disequilibrium that is not resolved by the end of students' first year." He cautions against drawing too much from this "weak finding," but adds that his "results suggest that students must take multiple diversity courses to experience some of the benefits that stem from curricular engagement with diversity."[12]

Bowman's findings hold especially for privileged, white male students, who in early years of college experience the greatest "disequilibrium" from encounters with racial, ethnic, and sexual identity diversity.[13] Regarding students of color, Bowman notes the concerning finding that "the expected dropoff [decline in reported levels of well-being] from taking a single diversity course (versus no courses) is greater…than for White students." Bowman speculates that this results

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[11] C. M. Musil et al, *To Form a More Perfect Union: Campus Diversity Initiatives*, (Washington, DC: Association of American Colleges and Universities, 1999), 27, cited in Chang (2002), 39.

[12] Bowman, 554-55, 557. The committee notes that Bowman, and scholars on whom he draws, are assessing outcomes based on scales that measure "orientations toward diversity" and "psychological well-being." Such measurements are certainly important, but they do not address the primary aims of COLL 199, which are deepening understanding and facilitating critical analysis of power and privilege. Bowman also starts with the assumption that "diversity" courses "are largely intended to prepare students to understand and engage people from diverse backgrounds" (544), which is, again, a more limited aim than we intend with COLL 199. Bowman himself recognizes that his study "covers a small subset of the potential benefits that may accrue from a curriculum that covers issues of race, ethnicity, gender, sexual orientation, and social justice" (558). Finally, we note that he limits his study to first year students (and thus introductory level courses) and that he does not account for the aims, methods, or quality of the courses that are included in his data (553).

[13] Bowman, 557.

from "students of color…[being] discouraged by what they perceive as insensitive or uninformed comments by other students in the course." He also finds, though, that psychological well-being of students of color is improved by three or more opportunities to take "diversity" courses.[14]

Other research suggests that increasing the frequency of all students' encounters with rigorous discussion of related issues is likely to be beneficial. An ongoing study led by UVA scholar Juan Garibay is investigating African American students' perspectives on their university's programs to investigate and publicize that institution's involvement in slavery. Data generated for this study indicates that the vast majority of African American students feel empowered, not hurt, by discussions of such histories on their campus. It also suggests that they are frustrated that more white students do not seem equally engaged with the issue nor have university efforts to remedy the legacy of such histories gone far enough. Interesting for our purposes, students expressed strong support for a number of different approaches to reparations for their university's involvement in slavery, including 94.6 percent endorsing "more comprehensively integrating racial justice across curricula."[15]

Though limited in scope, evidence suggests that for both students of color and white students, more rigorous engagement with race and racism related content in and out of the classroom is crucial to achieving the positive outcomes that studies have documented for "diversity and inclusion" courses. We note that the specific goals W&M envisions from COLL 199, deepening understanding and facilitating critical analysis of the workings of power and privilege, are not those most frequently measured in studies considered here (as opposed to, for instance, "orientation toward diversity" and "psychological well-being"). The research does nonetheless indicate the wisdom of assuring more than one curricular encounter with related course content for students in order to promote wellbeing and learning among both students of color and white students.

The committee finds, then, reason for W&M down the road to consider ways to guarantee for our students more than one course aimed at critical analysis of the processes that produce difference and inequality (potentially by pairing COLL 199 with a re-envisioned COLL 300? Or by recommending that departments and programs require one such course within the domain of the major and one outside that domain?). We also note, though, that opportunities to practice this kind of critical analysis are not, and do not have to be, confined to required courses. The benefits documented from multiple courses could also be achieved by multiple and sustained experiences on campus outside of the classroom, including orientation workshops, residence hall teach-ins, mini-courses, and campus speakers and events. Also faculty who do not intend to teach courses that meet the criteria for COLL 199 but who nonetheless seek to build thinking about race and other intersecting identities, and about exclusion and inclusion generally, into their teaching in new ways, will be making important contributions to the aims of COLL 199. Supporting such efforts across the curriculum will help increase opportunities for students to engage this material beyond one course.

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[14] Bowman, 560, 559, Table 4.

[15] Dr. Juan Garibay, Christian P.L. West, and Christopher L. Mathis, "A University's Legacy with Slavery and Implications for Constructing Inclusive Climates: Evidence from a Pilot Study," presentation at the 9th Annual Lemon Project Spring Symposium, March 15, 2019, Williamsburg, VA.

These considerations inform our Recommendation #12, that the Dean of Arts & Sciences convene a curricular review of COLL 199 in 2025-26.

2) Student resentment toward, resistance to, and skepticism about required "diversity and inclusion" courses:

Research confirms concerns that required courses on "diversity"-related subjects can lead to resistance and resentment among more privileged, white students who encounter, for instance, "instruction that [they] perceive as threatening or hostile to their cultural frame of reference."[16] This is compounded by the fact that "many incoming college students come from increasingly segregated public schools and neighborhoods, so college experiences with racial/ethnic diversity are likely to be quite novel [and] … may create a sense of disequilibrium among students, who must make sense of …potential challenges to their current perspectives."[17] According to Education scholar Elinor Brown, "Resentment is frequently reflected on teacher evaluations, whereas resistance is apparent in inadequate pre-class preparation, reluctance to engage in class discussions and activities, and a lack of commitment to required cross-cultural interactions and research."[18]

Brown's research also confirms that how course content is delivered and how students are asked to engage with it affects resistance and resentment, and that adopting methods that offer early classroom experiences designed "to encourage self-examination and the development of a class community" can help overcome student opposition.[19] Other studies advocate that diversity

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[16] Brown, 336. See also Bowman, p. 546, citing Ahlguist (1991), Berlak (1999), Peters-Davis & Shultz (2005), Ukpokodu (2002). Henderson-King and Kaleta found that, despite expectations, making a "Race & Ethnicity" course a requirement at the University of Michigan did not "work against the implicit goal of fostering intergroup tolerance" (156).

[17] Bowman, p. 544 (Bowman cites Orfield, Bachmeier, James & Eitle (1997), Orfield & Lee (2006), Gurin, Dey, Hurtado, & Gurin (2002)).

[18] Elinor Brown, "What Precipitates Change in Cultural Diversity Awareness during a Multicultural Course: The Message or the Method?" *Journal of Teacher Education* Vol. 55, No. 4 (September/October 2004), 326. Here Brown was reflecting on research among white students in Education preparing to be K-12 teachers and taking required "multicultural foundations classes." (She cites Banks (1995), Banks (2001), Irvine (1992), and Sleeter (1995b).) These classes were designed in recognition of the imperative that teachers "possess the skills to provide a classroom environment that adequately addresses student needs, validates diverse cultures, and advocates equitable access to educational opportunity for all" (325). The student body here and the aim of these courses differ from COLL 199's intent, and the language of multicultural awareness in this article may suggest that these courses fall under Type 1 in our breakdown of different types of "diversity and inclusion" courses. (See Section III.) But in fact the examples of curricular content and student learning objectives presented by Brown suggest that these courses aimed to help students develop an understanding of the impact of privilege on educational experiences and of how certain norms, rules, and teaching approaches actively exclude marginalized groups and reproduce privilege and racial inequality. In other words, these courses promote an analysis of power dynamics, not just cultural difference. So even though this research was based on courses that differ from COLL 199 in specifics, the pedagogical approaches described here are relevant to preparation for COLL 199.

[19] Brown, 336.

courses "promote reciprocal intergroup learning among students and allow for opportunities in which students explore their own and others' social identity groups." Nelson Laird and Engberg add "the importance of specific course-based activities, such as reflection, journaling, and other experiential activities, in promoting a host of multicultural outcomes."[20] And students at the University of Michigan recently endorsed courses meeting that university's Race and Ethnicity Requirement being small enough to allow "adequate opportunities for peer to peer dialogue."[21]

African American students have reported skepticism and resentment about the roles it is often assumed they will play in courses on "diversity"-related subjects. For instance, in an study about Davidson College published in *The Chronicle of Higher Education* in 1995, Mary Crystal Cage finds that black students, who themselves tended to arrive at college with prior experiences in predominantly white settings and proven capacity to work with people of different backgrounds, often encounter white students with far less interracial experience or capacity. One senior noted appreciating the opportunities that a Davidson education provided, but added, "in return they're asking you to provide others with an education. It's a tradeoff. The question is, Did I trade too much?" Cage concludes, "The black students' unheralded role in affirmative action, it seems, is to take on some of the burden of educating their classmates."[22]

How might such experiences affect black students' feelings about required diversity courses? The research on this is limited, but as Kelly Ervin's 2001 study of 100 African American students at one predominantly white university in the Pacific Northwest found, students were, as the study's title states, "Receptive but Skeptical." The vast majority of participants in the study "embrace diversity and its practices through college curriculum," but "they also indicated that they felt that diversity programs do little to improve race relations." A slightly smaller but still majority number also agreed that "diversity courses were racist against African Americans."[23]

Ervin's study does not account for the number of courses student can or are required to take, nor the quality of those courses. Further research of this sort on student perceptions and reactions to course requirements like COLL 199 will be extremely helpful as W&M designs training and support opportunities for faculty teaching COLL 199 courses and as the EPC evaluates which courses will carry the COLL 199 attribute.

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[20] Nelson Laird and Engberg, citing Engberg (2007); Engberg & Hurtado (2011); and Mayhew and DeLuca Fernández (2007).

[21] "LSA Race & Ethnicity Course Requirement: Report of the Review Committee," University of Michigan, May 16, 2016, p. 28.

[22] Mary Crystal Cage, "For Black Students, an Added Burden," *Chronicle of Higher Education*, April 28, 1995, https://www.chronicle.com/article/For-Black-Students-an-Added/82881.

[23] Kelly S. Ervin, "Multiculturalism, Diversity, and African American College Students: Receptive, Yet Skeptical?" *Journal of Black Studies*, Vol. 31, No. 6 (2001), 769-70. Ervin notes as a key limitation on these findings the fact that they are based on 100 students most of whom are from the Pacific Northwest and speculates that responses may be different in different regions of the country. Also, the study appears to have required students to make a stark choice between "agree" and "disagree," with no gradations in between allowed.

Anecdotal evidence suggests that we should also be concerned about another type of resentment among students toward a COLL 199 requirement, one born of the perception that any new requirement is an additional, and unwelcome, burden on students already struggling to complete both College Curriculum and major requirements in four years. To address these concerns, we recommend a revised approach to incorporating COLL 199 into the College Curriculum. Currently the approach to ameliorating the added burden of 199 is to allow "double dipping" with other courses carrying a COLL attribute. We propose a more holistic approach to accommodating COLL 199 by removing the "fourth" COLL 200 course (a vestigial result of reducing the number of credits attached to COLL 200 courses from 4 to 3) and thereby changing the perception of COLL 199 from one of appendage to one of full integration (see our Recommendation #2).

B) Impact of diversity and equity requirements on faculty:

1) Potential to overburden and marginalize faculty of color:

Research confirms the importance of many and diverse faculty participating in teaching that addresses questions of race and other intersectional identities across the curriculum and campus. To avoid compounding inequities and marginalization experienced by underrepresented faculty, it cannot fall just to faculty of color, or female or LGBTQ-identified faculty, to carry the load for curricular transformation.

Some predominantly white institutions, research indicates, have followed the mistaken path of designing one or two specific "diversity" courses and expecting a handful of faculty of color, at times hired for this purpose, to teach those courses, to mentor students of color, and to serve on all diversity committees. In these scenarios, white faculty are not asked to rethink their teaching and to put in the work needed to become adequate advisors to students of color in predominantly white institutions, to raise and pursue issues related to equity in their work on committees, or to teach courses that investigate difference and inequality and that thereby help make an institution more open to and inclusive of students of color and other marginalized groups. The result of this mistaken strategy has been an overburdened small cohort of faculty of color, marginalized within the university and put at a disadvantage for promotion, due not only to extra service burdens but also to the emotional toll of that labor. At the same time, their work is often unrecognized or underappreciated by the university faculty at large. This conveys the message to students that equity and inclusion are not a core part of the learning objectives and teaching mission of the university. Thus neither equity nor inclusion is achieved. Instead, these misguided efforts at "diversity" can lead to further marginalization and even distress for faculty and students of color.[24] These sorts of outcomes are what the faculty who participated in the Letter of Concern sought to prevent at William & Mary.

We do not conclude from this that all faculty must prepare to offer courses that qualify as COLL 199. In fact, on the contrary, administrators should not expect those faculty whose training and

[24] Bryan McKinley Jones Brayboy, "The Implementation of Diversity in Predominantly White Colleges and Universities," *Journal of Black Studies* Vol. 34, No. 1 (September 2003), 72-86; James Thomas, "Diversity Regimes and Racial Inequality: A Case of Diversity University," *Social Currents* Vol. 5, No. 2 (2018), 140-156.

expertise, or whose current research and teaching interests or obligations, fall outside of what would qualify for COLL 199 to develop entirely new capacities, unless they choose to do so. At the same time, this research does point to the importance of opportunities that support and encourage all faculty to begin asking how matters of race, gender, class, and sexuality, of difference, inequity, and exclusion, might be brought to the fore in courses they are teaching already or aim to teach in the future, in either small or large ways. Faculty for whom these subjects are or become a substantial part of a course or courses will be our COLL 199 instructors, while students will be able to find across campus faculty committed to highlighting such issues where relevant even in non-COLL 199 courses. Doing this work in a wide range of courses, including those that do not carry the attribute of COLL 199, will help address the danger of "under-exposure" and resentful students (both white students and students of color) described above.

Related to this, it is crucial that chairs and directors be mindful of the tendency in failed "diversity" teaching scenarios of relying on, or pressuring, faculty of color to carry the load of curricular change and inclusive teaching. The Administration must also be prepared to marshal the necessary resources to be able to provide support and training to all faculty who are committed to developing a COLL 199 course and to assist departments with new hiring when necessary.

The findings cited above inform especially our Recommendation #5.

2) Participation of all departments, curricular units, and fields:

Research confirms the importance of offering courses that address questions of race and other intersectional identities across the curriculum and campus. To convey that such subjects are important and central to the teaching and research mission of the university, one aspect of working toward a truly inclusive campus that promotes and facilitates equity, it cannot fall just to some programs or departments to carry the load for curricular transformation. Thus, our Recommendation #7 seeks to embed ownership of COLL 199 within departments/programs.

Achieving broad participation across units and fields is particularly a challenge in relationship to STEM departments. Unfortunately, a misconception that race and racism are irrelevant for the sciences persists. This misconception reaches the highest levels – in 2015, Chief Justice Roberts asked in the affirmative action in college admissions case, *Fisher v. University of Texas*, "What unique perspective does a minority student bring to a physics class?" In a response, the Equity and Inclusion in Physics and Astronomy Group issued an open letter signed by 2,400 scientists, stating, "The rhetorical pretense that including everyone in physics class is somehow irrelevant to the practice of physics ignores the fact that we have learned and discovered all the amazing facts about the universe through working together in a community. The benefits of inclusivity and equity are the same for physics as they are for every other aspect of our world."[25]

Recently, the premier journals in STEM disciplines have published commentaries that demonstrate not only the benefits but the necessity of inclusivity to the scientific community. They have also suggested how to pursue these goals, and there is unanimity that the first step is

[25] Rachel D. Godsil, "Why Race Matters in a Physics Class," 64 *UCLA Law Review,* DISC. 40 (2016), 42-43.

an open, inclusive, and continuing discussion, in classrooms and beyond, of racism, white privilege, and exclusion in scientific fields.[26] Scientists are also beginning to share teaching units that can help incorporate these conversations into course plans. Abigail R. Daane, Sierra R. Decker, and Vashti Sawtelle, in "Teaching about Racial Equity in Introductory Physics Courses," explain the challenge in the field of physics, and generally in the sciences, where the political and historical context shaping knowledge production often goes unnoticed: "Physics is typically viewed as a "culture with no culture." The physicist's quest for objectivity, along with a general focus on a fixed set of laws and formulae, support the treatment of this subject as untouched by people.…However …we take the position that the persistence of representation disparities in physics is evidence that culture plays a role in who and what is involved in physics." The authors then offer specific lesson plans aimed at the following learning objectives for students:

> "1) Identify areas of subjectivity in physics.
>
> 2) Analyze statistics about who participates in physics.
>
> 3) Justify the need for racial equity (inclusion and access) in physics.
>
> 4) Describe what and how obstacles such as implicit bias, stereotype threat, etc. can influence who participates in the physics field and classroom, creating inequity.
>
> 5) Feel empowered to take action towards creating a more equitable community."[27]

The sorts of lesson plans they propose can be added as short units within an existing course or expanded to create new courses. This sort of innovation will be required for W&M to bring all fields and units into the work of COLL 199.

An initiative at Amherst College titled HSTEM has reported success in its goal to "facilitate collaboration among students, staff, and faculty in shaping a STEM community that supports the success and thriving of all students." The initiative is anchored by the "Being Human in STEM" seminar course, introduced in Spring 2016 and continuing, which typically consists of engagement with literature on diversity and inclusion in STEM, interviews with members of the Amherst STEM community, and student-designed projects that integrate lessons learned from the course.[28]

Amherst's assessment data indicate that students completing the course report:

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[26] Devang Mehta, "Lab Heads Should Learn to Talk about Racism," *Nature* Vol. 559 (2018), 153; David Asai, "To Learn Inclusion, Make it Personal," *Nature*, Vol. 565 (2019), 537; David Asai and Cynthia Baurerle, "From HHMI: Doubling Down on Diversity," *CBE: Life Sciences Education*, Fall 2016, 15(3) fe6 (*https://doi.org/10.1187/cbe.16-01-0018*)

[27] Abigail R. Daane, Sierra R. Decker, and Vashti Sawtelle, "Teaching about Racial Equity in Introductory Physics Courses," *The Physics Teacher* 55, 328 (2017), 328 (https://doi.org/10.1119/1.4999724).

[28] "Being Human in STEM: How to Build Community and Increase Student Success in the Sciences," poster presentation by Sarah L. Bunnell et al., Amherst College, at the AAC&U Diversity, Equity, and Student Success conference, March 28-30, 2019, Pittsburgh, Pa.

- Increased awareness of the importance of diversity/challenges of inclusion
- Increased sense of belonging in STEM
- Improved reading, discussion, and presentation skills

The initiative's website features HSTEM Seminar course materials, a *Pedagogy Handbook*, a documentary film, and descriptions of collaborative efforts with other universities, including Yale and Brown: http://www.beinghumaninstem.com

Finally, the 2014 report from UCLA's Diversity Initiative Implementation Committee makes a strong case for both the benefits and the urgency of incorporating STEM fields fully into COLL 199:

> The data suggest that students within the sciences and engineering who enroll in diversity courses experience some of the most significant and direct effects on their pluralistic orientation of any students in any discipline and, as such, there is a strong benefit to providing meaningful opportunities for these students to engage in diversity related curricula. Moreover, student engagement can be strongest when faculty are able to draw upon preexisting interests and commitments. Hence, based upon this committee's reading of the literature and assessment of diversity requirement implementation at comparable institutions, it is our strong belief that the requirement will be most successful when discussions of diversity are seamlessly integrated into a student's academic goals rather than stand apart from them. Additionally, the issues addressed by these courses - diversity, equity, and inclusion - are found in every facet of life. The essential message of the requirement would be undermined if courses fulfilling it were found only in a limited number of disciplines or departments.[29]

UCLA's implementation committee recommended creating incentives for science departments to invest fully in "diversity and equity" teaching. All signs indicate that such incentives as well as new hiring will be necessary at W&M. The particular concerns presented by STEM form the basis for our Recommendation # 9.

C) "Diversity" without equity? The necessity for clarity in the meaning and intent of curricular requirements:

The 2015-16 committee assessing the "Race & Ethnicity" requirement in the College of Arts and Sciences at the University of Michigan, first implemented in 1990, found that, after 25 years of practice, "the requirement is healthy and should be sustained."[30] Nonetheless, the Review Committee also found areas for improvement. Specifically, the committee reported that "the lack of clearly articulated learning goals was…a serious concern." The report quoted a statement from Michigan's Department of American Culture offering its faculty's understanding of the goals of the requirement, an understanding endorsed by the report:

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[29] "Report from the Diversity Initiative Implementation Committee," UCLA College of Letters and Science, September 19, 2014, 11. On this point, the report cites Engberg (2007).

[30] "LSA Race & Ethnicity Course Requirement," 23.

> "The aim of the R&E requirement should be to help students find their way to thoughtful citizenship in a society (and on a campus) where **inequalities, privileges, and conflicts organized around race and ethnicity remain fundamental challenges to democratic values and educational equity**….These courses must be **analytic rather than purely descriptive**. They should help our students link academic considerations of race and ethnicity to their own experiences, cultural choices, and identities."[31]

The costs of not clearly articulating the goals of diversity requirements were made clear to the committee by James Thomas's 2018 ethnographic study of an unnamed southern, predominantly white university. The experiences that Thomas analyzes here illustrate a tendency on many similar campuses to implement diversity efforts, in curriculum and generally, that signal a commitment to racial progress but that do not actually address inequality. These are what Thomas terms "diversity regimes," campus policies that consist of "a set of meanings and practices that institutionalizes a benign commitment to diversity, and in doing so obscures, entrenches, and even intensifies existing racial inequality by failing to make fundamental changes in how power, resources, and opportunities are distributed." Thomas points to several negative characteristics of such an approach to diversity without equity, including "condensation" or the "collapse… [of] all forms of difference alongside of race, creating a lack of consensus in diversity's meaning." This approach both obfuscates the power dynamics associated with a variety of forms of difference and results "in little if any actual change to the distribution of power, resources, or opportunities." Compounding the negative aspects of diversity regimes is a common decentralization of diversity policy making, where a lack of central leadership clearly defining the pursuit of racial equality at all levels in higher education as a key motive behind diversity programming means that there is no shared meaning or vision, nor oversight, to ensure that condensation does not lead to ineffectiveness.[32]

The findings of the Review Committee at the University of Michigan and of Thomas offer strong endorsement of some of the criteria spelled out in the description of COLL 199 that was approved by W&M faculty. Specifically, they confirm the wisdom of the explicit identification of the COLL 199 attribute as "a course…dealing with justice and equity" and as one that aims "to deepen students' understanding of the value-laden processes of social inclusion and exclusion through institutional, cultural, and normative practices that are both historical and ongoing."

These findings also suggest the need for caution in designing the EPC's criteria for COLL 199 courses as well as prompt assessment once implementation is underway. Specifically, the current wording of the COLL 199, which allows courses to focus on any two categories of difference that are ultimately unspecified, leaves open the risk that the intent of COLL 199 might ultimately be diluted. Though unlikely, this wording could conceivably lead to courses on, say, language and religion in ways that do not also address racism, sexism, anti-ethnic or immigrant prejudice, etc.

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[31] "LSA Race & Ethnicity Course Requirement," 23-24.

[32] Thomas, 141, 153. See also Brayboy.

Together, these findings form the basis of our Recommendation #1, that the EPC bring a motion to the faculty to amend the description of COLL 199.

D) Ineffectiveness and bias built into the current process for evaluating teaching:

There are serious risks involved in relying on the current student evaluation process for evaluating COLL 199 courses, due to what researchers have known for almost two decades about bias in this approach to measuring teaching effectiveness. According to Heidi J. Nast, who studied "student resistance to multicultural teaching and faculty diversity," "students use evaluations to register anger and disapproval at having to negotiate topics and issues in a scholarly way which conflict with heretofore learned social values and assumptions." That anger tends to manifest as low evaluation scores especially for faculty who "address issues of homophobia, racism, classism, misogyny or heterosexism" in their teaching.[33] This puts junior faculty especially at risk regarding their evaluation for promotion if they take on responsibility for teaching COLL 199. These risks are even higher for faculty of color and women faculty, given that studies show that students frequently show bias against them regardless of course material in traditional course evaluations.

This bias has been documented in recent studies, including Kristina Mitchell and Jonathan Martin's 2018 analysis of qualitative student comments and quantitative ordinal scores for professors in introductory political science on-line courses. Their findings suggest that students use different language when evaluating male and female professors and that male instructors "administering an identical on-line course" received "higher ordinal scores in teaching evaluations" than female instructors. Women, they argue, are judged by a "different criteria than their male counterparts"; for example, they are "more likely to be evaluated based on their personality."[34] These findings confirm an earlier study that drew from an experimental on-line introductory-level course offered during a summer session in which instructors took on different gender identities. The researchers found that students rated the "male identity significantly higher than the female identity, regardless of the instructor's actual gender."[35] Boring, Ottoboni, and Stark conducted statistical research on student evaluation of teaching (SET) from two datasets (France and US), finding that "evaluations are biased against female instructors by an amount that is large and statistically significant" and that "gender biases can be large enough to cause more effective instructors to get lower SET than less effective instructors."[36]

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[33] Heidi J. Nast, "'Sex,' 'Race,' and Multiculturalism: Critical Consumption and the Politics of Course Evaluations," *Journal of Geography in Higher Education* Vol. 23, No.1 (1999), 104, cited in Dana A. Williams, "Examining the Relationship between Race and Student Evaluations of Faculty Members: A Literature Review," *Profession* (2007), 168.

[34] Kristina Mitchell and Jonathan Martin, "Gender Bias in Student Evaluations." *Political Science & Politics*, Vol. 51, No. 3 (2018), 648.

[35] Lillian MacNell, Adam Driscoll, and Andrea N. Hunt, "What's in a Name: Exposing Gender Bias in Student Ratings of Teaching," *Innovative Higher Education*, Vol. 40 (2015), 291.

[36] Anne Boring, Kellie Ottoboni, and Philip B. Stark, "Student Evaluations of teaching (mostly) do not measure teaching effectiveness," *Science Open Research* (2016), 1. (DOI: 10.14293/S2199-1006.1.SOR-EDU.AETBZC.v1)

Other studies corroborate to varying degrees. A decade earlier, Therese A. Huston, in her review of the literature, did not find scholarly consensus regarding whether differences between women and men's teaching evaluation scores were statistically significant. But she did find clear evidence of disadvantage in evaluation processes for women teaching in fields traditionally dominated by male instructors and male students, such as STEM disciplines. She also found that women were more likely than men to be assigned low-level and difficult classes, which have also been shown to generate lower evaluation scores as a result of students being less motivated to take these courses than they would be to take an upper level elective course.[37]

There has been less research on the effects of race on evaluation scores than of gender.[38] Nonetheless, Huston does cite several studies showing that American-born white instructors routinely received higher scores than faculty of color and non-native English speakers, with one study indicating that Latinx faculty received the lowest scores followed by Asian Americans. (The fact that there were not enough African American faculty in this particular study to determine how their average scores lined up against their colleagues is in itself telling.)[39] Women of color face the most obstacles to neutral evaluations, especially if teaching various forms of "diversity and inclusion" courses. One study documented that "when female faculty of color teach classes that are politically charged, such as courses on race or gender, these female faculty of color are seen as having an agenda and the class is seen as more controversial than when white faculty or even male faculty of color teach these classes."[40]

Current research calls into question the ability of student evaluations to measure teaching effectiveness at all.[41] Similarly, Michelle Falkoff notes that "professors who are perceived to be difficult, or who teach difficult material, may receive lower evaluations" despite students' gains in these difficult courses.[42] Further tarnishing the current evaluation system is, according to Falkoff, a rise in abusive and bullying comments in on-line evaluations shaped in part by practices common on social media platforms where young adults are often active.[43]

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[37] Therese A. Huston, "Race and Gender Bias in Higher Education: Could Faculty Course Evaluations Impede Further Progress Toward Parity?" *Seattle Journal for Social Justice,* Vol. 4, No. 2 (2006), 599-600.

[38] Huston, 600; Williams, 168.

[39] Huston, 598-99.

[40] Huston, 604, citing Jeannette M. Ludwig and John A. Meacham, "Teaching Controversial Courses: Student Evaluations of Instructors and Content," *Educational Research*, Vol. 21 (1997), Q. 27, 33.

[41] Boring et al. & Bob Uttl, Carmela A. White, and Daniela Wong Gonzalez, "Meta-analysis of Faculty's Teaching Effectiveness: Student Evaluation of Teaching Ratings and Student Learning are Not Related." *Studies in Educational Evaluation* (2017), 54: 22-42.

[42] Michelle Falkoff, "Why We Must Stop Relying on Student Ratings of Teaching," *The Chronicle of Higher Education* (2018) (ttps://www.chronicle.com/article/Why-We-Must-Stop-Relying-on/243213).

[43] Falkoff.

Recommendations for how to address these problems with student evaluations include calling on chairs and directors to ensure that assignment of responsibility for teaching difficult courses is shared across the faculty, both by identity and by rank. Others recommend designing more sophisticated evaluation questions that can adjust for "variables such as time of day, teaching style, instructor ethnicity and gender and sexual orientation (if the instructor has made that orientation explicit to students), nature of the course (requirement or elective), and course content." Another idea is to include on evaluation forms "normative questions that reveal racially specific bias and that departments and faculty members can use to limit the impact of discriminatory student evaluations." Generally, faculty committees must become better at reading what Huston calls "the racial subtext" of course evaluations.

Adjusting existing merit structures to focus on a more holistic assessment of course approach, pedagogy, and student learning outcomes is perhaps the most promising way to address the biases related to gender, race/ethnicity, and challenging course materials to which the literature above calls attention. One such effort is underway at University of Oregon where the office of the Provost and the University Senate are working to "critique and revise" their "entire teaching evaluation due to biases and other factors." Their efforts are inspired by their "own assessment of student course evaluation ratings" and the actions of "the Association of American Universities and other universities around the globe," who have made arguments for "practices regarding teaching excellence and evaluation to align with their policies."[44] In addition, Falkoff notes efforts at the University of Michigan's Center for Research on Learning and Teaching that stress the use of more than just one method for course and faculty evaluation.[45]

Our Recommendation #8 addresses these findings.

SECTION III: REVIEW OF PEER INSTITUTIONS:

Under our general mandate "to further study best practices in the implementation of such a requirement" and specifically to provide a "description of 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," we reviewed the current undergraduate general education requirements at a total of 30 institutions: 25 peer institutions, as defined by SCHEV, and 5 additional Virginia institutions. (See Appendix D for a list of institutions reviewed.)

We found a great deal of descriptive material on the various institutions' websites. In most cases, we followed up with an email to the Dean of Arts & Sciences (or equivalent) seeking a phone interview to obtain more informal, and less public background information. This led to 16 phone interviews, in which we asked the following questions:

[44] Office of the Provost, University of Oregon, https://provost.uoregon.edu/revising-uos-teaching-evaluations

[45] Falkoff.

1. Do you have a justice, inclusion, equity or racial diversity requirement as part of your undergraduate requirements?
2. What was the process through which your institution arrived at a diversity requirement?
3. What kind of training and/or support has been made available to faculty who offer courses meeting the diversity requirement?
4. Has your institution performed any systematic assessment of the requirement? If so, is there anything you can share?
5. Did you face opposition to the requirement?

These interviews provided context and nuance that informed our understanding of the institutions' current COLL 199-like curricular requirement, or lack of such a requirement.

Types of "Diversity" Requirements and the Question of "Best Practices":

Of the 30 institutions we reviewed, 20 now mandate some type of diversity or social justice and inclusion requirement. We identified two additional institutions that currently are designing or discussing the addition of such a requirement. (This is consistent with research that found that a majority of universities were requiring such courses or were in the process of establishing such requirements as far back as 2000.)[46] We also identified a few institutions that considered a requirement, either as an addition to the current general education requirements or as part of a broad curriculum review, but did not win faculty support for the change. Other institutions have launched diversity curricular initiatives independent of their general education requirements, or in the case of Brown University, which does not have general education requirements, through specially designated Centers, Honors programs, or course clusters.

In our review, we did not identify a single set of "best" practices for designing and implementing a COLL 199-like requirement. Rather, under the broad umbrella of Diversity & Inclusion or Social Justice or similar category, institutions have hand-tooled one or more requirements in this area that build on their faculty's strengths and align with their institutional missions. This finding is consistent with the approach recommended by the American Association of Colleges & Universities.

The requirements we found at peer institutions ranged widely in intent and level of ambition. At one end of the spectrum are requirements that introduce students to "diversity" and "multiculturalism" generally and appear to be more limited in their aims than COLL 199. An example is the requirement at Georgetown University:

> **The engaging diversity requirement** will prepare students to be responsible, reflective, self-aware and respectful global citizens through recognizing the plurality of human experience and engaging with different cultures, beliefs, and ideas. (https://college.georgetown.edu/academics/core-requirements/engaging-diversity)

[46] D. Humphreys, "National Survey finds Diversity Requirements Common Around the Country," *Diversity Digest* (2000), cited in Bowman, 544.

At the other end of the spectrum are requirements that exceed the intentions of COLL 199, aiming to inculcate specific values or behaviors. An example is the requirement at Marquette University:

> **Collaborators Engaging Social Systems and Values:** Marquette students will develop skills to engage with a spectrum of people, communities, and systems of value. They will be able to analyze the sources and implications of inequity, take steps to create more inclusive and collaborative social and professional processes, acting as people with, and for, others. (https://bulletin.marquette.edu/undergrad/marquettecorecurriculum)/

We also found that several institutions configure their Diversity requirement so that students encounter the material in more than one way or through more than one course. The requirement at Boston University, for example, is structured into 4 units in 3 areas: The Individual in Community (1 unit), Global Citizenship and Intercultural Literacy (2 units), and Ethical Reasoning (1 unit).

Given the variety of curricular approaches, we found it useful to distinguish three types:

> **Type 1**: Requirements that focus mainly on diversity and multiculturalism with little or no attention to the critical perspective reflected in the language of COLL 199. Peer institutions with this type of requirement are:
>
> - Boston College
> - Boston University
> - Dartmouth College
> - Georgetown University
> - Syracuse University
> - University of California–Irvine
> - University of Connecticut
> - University of Delaware
> - University of North Carolina at Chapel Hill
> - Vanderbilt University
> - Wake Forest University
> - James Madison University
> - Virginia Commonwealth University
>
> **Type 2:** General education requirements that meet what our committee understands to be the intentions of COLL 199 as approved by the faculty, that is, critical analysis of the workings of power that produce difference and inequality (though some of these exceed the intentions of COLL 199 by aiming to inculcate specific values or behaviors). Peer institutions with this type of requirement are:
>
> - Brandeis University
> - Marquette University

- Rutgers University New Brunswick-Pascataway
- SUNY at Binghamton
- University of California–Santa Barbara
- Washington University, St. Louis
- Virginia Tech University

Requirements falling under Types 1 and 2 are summarized in Appendix F.

Type 3: Clusters of courses or institutional programs that share elements with the intentions of COLL 199 with regard to critical perspectives but are not required. These programs are summarized in Appendix G:

- Boston College
- Brown University
- University of Virginia
- Rutgers University, Newark

Timing of implementation:

In phone interviews, we were repeatedly advised not to wait to implement the new requirement until all parties felt "ready" but rather to proceed, certainly with caution and attention to identifying unintended consequences and ready to revise and improve once implemented, but proceeding nonetheless. At one large university, despite a lengthy discussion period and roughly two-year implementation schedule, we were told, "We still weren't ready." Another smaller institution decided to move fast and adjust on the fly, an administrator there telling us, "There will never be enough time to prepare." And another university administrator, post-implementation, told us, "I would not slow down."

We propose an implementation schedule for COLL 199 in our Recommendation #6.

Faculty preparation for implementation:

Several institutions with whom we spoke noted the same concern expressed by W&M faculty in the "Letter of Concern," that "diversity" courses can cause harm if they are poorly taught. To avoid adverse consequences, many universities have focused heavily on training and supporting faculty and on building a faculty community around the program. These efforts have, in some instances, been enormously effective. One institution introduced semester-long faculty development programs that proved so popular that the curriculum as a whole offered a surfeit of qualifying courses – before the requirement was mandated.

We found evidence that institutions that have instituted a COLL 199-like requirement have attempted to address research findings that courses on diversity and inclusion can be emotionally challenging for students in other ways as well. For instance, many have established centers that focus on social issues, justice and equity, and/or promoting civil conversation and understanding, while others offer programs for faculty and students regarding diversity and inclusion and/or COLL 199-like requirements facilitated through centers for learning and teaching.

In our Recommendation #4, we propose that the Center for Liberal Arts take the lead in faculty development for COLL 199.

Question of faculty stipends:

It was not always possible in our research to determine whether and how institutions provided stipends to faculty to compensate them for (a) adjusting existing courses or developing new courses or (b) devoting time and effort toward participating in other types of development programs.

Examples from our Type 2 institutions that involved some type of compensation include:

- Boston College offered faculty stipends in exchange for syllabi that would fit the "Difference, Justice, and Common Good" course description. Faculty receiving stipends were to work on their syllabi in consultation with the committee on Cultural Diversity.

- Virginia Tech: With adoption of a new curriculum in Fall 2018, named Pathways to General Education, the Provost diverted funds previously awarded as block grants to colleges to support general education. The funds now support the Pathways program directly through the Coordinator for General Education, who oversees a two-day summer institute and a grants program that funds one-year course development (capped at $10,000).

- Marquette University offered funding for faculty development and training.

Assessment:

We found that responsibility for assessing courses to determine whether or not they meet the criteria for a "diversity" and "inclusion" requirement is generally assigned to a committee (much like W&M's Educational Policy Committee) whose members had some knowledge of the intended learning outcomes and/or were knowledgeable in the field of diversity and inclusion. We propose a similar mechanism, i.e., an appointed subcommittee of the EPC, in our Recommendation #3.

We also found that many of the requirements at peer institutions most like COLL 199 have been introduced recently, some as recently as Fall 2018, and that there has not been sufficient time to assess their outcomes, including their effect(s) on students and faculty of color.

We did locate some example assessment instruments (e.g., Rutgers University, Virginia Tech University) and present these in Appendix H. Our Recommendation #11 addresses assessment.

SECTION IV: INTERNAL RESEARCH AND CAPACITY:

In Fall 2018, we conducted a survey of W&M faculty to gather information on their thoughts about COLL 199 and to solicit syllabi for existing courses that, in the faculty member's judgment, aligned with COLL 199 or could be adapted to align. Two hundred and fifty-five

faculty responded to the survey. An important note: The survey clearly stated that faculty responses *would not be construed as a promise to teach a COLL 199 course*. Detailed information about the survey instrument, its administration, and the information obtained is presented in Appendix I.

In order to conduct a preliminary inventory of COLL 199-like courses already on the books, the survey asked faculty whether they have taught a class they thought would meet the COLL 199 requirement as they understood it, whether they could adapt a class to meet the requirement, or if they thought their class(es) was/were not amenable for adaptation to meet the requirement. If respondents indicated they thought their courses met, or could be adapted to meet, COLL 199, we asked that they upload the course syllabus. We also asked respondents to indicate the number of seats typically allotted for that class.

The survey also presented faculty with several opportunities to share their thoughts and concerns in answers to open-ended questions: How might you adapt an existing course to meet the requirement? What do you see as obstacles to developing or teaching a COLL 199 course? What types of resources would be most useful to you?

Overview of Survey Results

Faculty teach a significant number of courses they believe would meet a COLL 199-like requirement. Faculty view the topic as important, and even if they do not think their courses as they currently teach them would meet COLL 199, they see ways they could adapt current courses to do so. However, there are a few important caveats as we interpret the survey results.

Many faculty indicated that constraints present either in their departments/programs or with their own course loads would prevent them from offering a COLL 199-like course on a regular basis. Others indicated concerns about the effects of shifting their current, elective course to one that fulfills a requirement. Those concerns included potential resistance of students who were being forced to take a course as well as the transformation of their classroom from a "safe place" for interested students to discuss difficult topics to one in which those students might feel they have to defend their views or their identities.

A significant minority of faculty respondents (more than 40% of survey respondents) expressed doubts and concerns about teaching a COLL 199. Concerns stemmed from their own discomfort in addressing COLL 199 topics, a feeling that as non-minorities and/or men, they were not in a position to teach about patterns of belonging or marginalization, and an assertion that they lacked the expertise to teach COLL 199. Faculty asserted the need for a variety of faculty development opportunities, and also expressed concern that W&M administration would not provide the necessary funds to support that development.

Current courses that could meet, or could be adapted to meet COLL 199, were not evenly spread across departments and programs. In particular, courses in Area 3 departments and programs were in short supply. Given the difficulty students in the natural and computational sciences have in meeting COLL requirements through courses offered in their own departments and programs,

COLL 199 would seem to add an additional course that many or most of these students would end up taking outside their own departments/programs.

Faculty Responses about COLL 199

There are several key results from the survey:

- Of the 255 respondents, nearly half (47%, or 119) indicated that at least one of the courses they teach would meet COLL 199, as they understand the requirements
    - 32% (38 of 119) indicated that a second course they teach would meet COLL 199
    - 19% (23 of 119) indicated that a third course they teach would meet COLL 199
    - 119 (out of 255) individual respondents indicated they could teach a collective 180 courses they thought were consistent with COLL 199
- An additional 30 respondents (12%) thought they could adapt at least one course to meet COLL 199
    - The 30 respondents saying they could adapt at least one course indicated they could collectively adapt 61 additional courses
    - The most common adaptations faculty mentioned were intensifying the focus on COLL 199-related issues and incorporating sustained attention to the contemporary United States
- Of the 96 respondents (38%) who did *not* believe their courses would meet COLL 199, only 13 respondents (5%) were interested in developing a new course
    - Most of the 13 respondents interested in developing a new course were from Areas 1 (5 respondents) and 2 (7 respondents)
    - Only 1 respondent from Area 3 expressed interest in developing a new course
    - The primary reason faculty gave for their lack of interest in developing a new course was that they do not feel qualified to teach COLL 199 courses because of their disciplinary background and their previous training
    - Faculty also indicated that they would not develop a new course because their teaching does not include a focus on the contemporary United States
- Although there is significant interest among the faculty in teaching COLL 199 courses, there is also reason to interpret that interest with caution:
    - More than 40% of faculty responding to the survey expressed significant doubts and concerns about teaching COLL 199
    - Faculty in the natural sciences are particularly concerned about their qualifications to teach COLL 199
    - There is anxiety about the level of training and support W&M will commit to COLL 199—faculty are particularly desirous of faculty development opportunities that are ongoing
    - Faculty indicate that while they individually might be interested in teaching COLL 199, that does not mean they will be able to do so, because of other teaching commitments and department/programmatic needs
    - There is significant concern among faculty that they will not be supported by their departments nor by the administration
- It is clear that to move forward in developing COLL 199 courses, faculty see a crucial need for resources

- The single most requested resource is course-development funds—106 respondents indicated those funds would be helpful in developing or adapting courses (16% of all responses).
- Other resources in demand include (in order of faculty response): faculty-led workshops (14.8%), course release to develop/adapt COLL 199 (14.5%), faculty-led May seminars (12.4%), and outside consultants/experts on COLL 199 topics (10.9%).

Assessment of Syllabi Provided by Faculty

To conduct a preliminary analysis of the kinds and number of COLL 199-like courses that exist currently, we asked survey respondents to attach one or more syllabi for courses they believed could meet the COLL 199 requirement. We note that these syllabi, some of which date back several years, were not constructed to demonstrate alignment with COLL 199, and that our review of these syllabi differs significantly from the kind of review the Education Policy Committee will conduct once course criteria have been elaborated. Our syllabi analysis, therefore, should not be considered a definitive assessment of COLL 199 course offerings that might be available in any given semester.

We developed a rubric (see Appendix I) through which we assessed the degree to which a course seemed to meet COLL 199 requirements. As a reminder, the COLL 199 approved language required the following:

> COLL 199 courses will: 1) examine social norms, institutional practices, and patterns of belonging and marginalization by exploring at least two key social categories including, but not limited to: race, gender identity, ethnicity, sexual orientation, socioeconomic status, language, religion and disability; 2) emphasize respectful dialogue among students as an integral component of the course; and 3) enable critical reflection by requiring students to make sustained connections between the course material and contemporary life in the United States.

After a careful group parsing of the language of COLL 199, at least two committee members read through and assessed each syllabus (and for syllabi from courses that were offered in the Fall 2018 semester, three committee members) in relation to our understanding of the COLL 199 requirement.

Respondents submitted a total of 206 syllabi. We isolated Fall 2018 syllabi (81 total) as a separate dataset indicating the kinds and number of courses and seats that might be available in a given semester. To meet the COLL 199 requirement, Janice Zeman, Dean of Undergraduate Studies, has estimated that W&M would need to provide close to 1100 seats per semester. Below are some key results derived from the 2018 syllabi:

- Of the 81 syllabi, the committee concluded that 31 (or 38%), without adjustment, met our understanding of the COLL 199 criteria.

- To the extent that some syllabi fell short of what the committee understood to be the COLL 199 requirements (a total of 50), 31 did not "examine social norms, marginalization or explore two key categories" of such marginalization.
- 12 of those 50 lacked a connection to the contemporary United States.
- The 31 courses the committee thought met the 199 criteria would provide approximately 635 seats.

In addition to the 81 syllabi provided from the Fall 2018 semester, faculty uploaded another 125 syllabi from other semesters (some as far back as 2004). Of these 125 syllabi, the committee assessed that 40 (32%) met the COLL 199 criteria. The remaining 85 syllabi did not meet the criteria for a variety of reasons, chief among them were 54 syllabi that did not "examine social norms, marginalization or explore two key categories" of that marginalization. Another 23 syllabi were not connected to the contemporary United States.

Of the total universe of 71 syllabi we judged as meeting the COLL 199 requirement as currently written (from Fall 2018 and previous semesters):

- 90% (64/71) included a focus on race
- 65% (46/71) included a focus on gender
- 58% (41/71) included a focus on socio-economic status

Several difficulties arose in assessing the syllabi. First, it was difficult to determine whether, as required by the COLL 199 language, dialogue among students was integral to the course. We assumed that dialogue is integral to COLL 150 courses, whether or not this aspect was referenced specifically in the syllabus. If a course had 40 or more seats, we assumed dialogue was *not* integral. Classes of 25-35 students were more difficult to assess. We sometimes considered the percentage of the grade devoted to student dialogue or participation as an indicator of its centrality to the course.

Second, the requirement that a course include the contemporary United States was a hurdle some classes did not clear. Geographically, we included courses addressing Puerto Rico as well as some parts of the Caribbean. Many courses fit the COLL 199 criteria beautifully but did not include the *contemporary* United States. "Contemporary" is difficult to define. Several committee members thought this aspect of the requirement could be met through one or more assignments relevant to the present-day United States. Others suggested that to meet COLL 199, a course would need to include more fundamental and direct connections.

SECTION V: CONCLUSION AND RECOMMENDATIONS:

The Ad Hoc Committee concludes that there is significant interest among W&M faculty in teaching courses that fall under the COLL 199 attribute but also that faculty have concerns about W&M's capacity to do this well. We have identified information that can guide W&M's implementation of the new requirement so that it is most likely to achieve its aims, as laid out in the description proposed by the Implementation Team/EPC Subcommittee and approved by the

faculty. Our recommendations for next steps for moving ahead with implementation in ways that fully support the new requirement are as follows:

1) We recommend that the Educational Policy Committee amend the description of the COLL 199 requirement in three ways:

    a) First, so that race will be one of the "key social categories" considered in all COLL 199 courses.

    b) Second, so that one-credit courses can carry the COLL 199 attribute by requiring that students take at least three credits of COLL 199 instead of one three-credit course.

    c) Third, so that in COLL 199 courses, connections drawn between course work and the contemporary U.S. will be substantial.

    To this end, we recommend that the following revisions to the wording describing the requirement be presented to the faculty of Arts & Sciences for a vote:

    > "COLL 199 is a requirement that all students take one or more courses totaling at least 3 credits dealing with justice and equity and carrying the COLL 199 attribute. The COLL 199 attribute may be applied to other COLL courses, including COLL 100s, 150s, and 200s. Students who take such courses will earn credit toward both requirements. This attribute can be affixed to any course that successfully addresses two pedagogical goals.
    >
    > "These goals are: 1) to deepen students' understanding of the value-laden processes of social inclusion and exclusion through institutional, cultural, and normative practices that are both historical and ongoing; 2) 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.
    >
    > "To meet these pedagogical goals, COLL199 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, gender identity, ethnicity, sexual orientation, socioeconomic status, language, religion and disability; 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."

2) In order to maintain consistency with the number of COLL credits currently required, we recommend that the Educational Policy Committee adjust the COLL 200 requirement to remove the "fourth" COLL 200 course, for a total of nine COLL 200 credits, with at least three credits in each of the knowledge domains.

3) We recommend that the EPC create a standing COLL 199 subcommittee, following the example of the existing EPC subcommittee for COLL 100/150, to oversee implementation and assessment of the new requirement. We recommend that the subcommittee's charge include language such as:

   To meet the faculty's aspirations for COLL 199, this subcommittee will:

   a. Advise the EPC on the criteria used to determine whether or not a course carries the COLL199 attribute and on the development of the Curriculog proposal form.

   b. Evaluate course proposals and, where a proposal meets all criteria, recommend approval by the EPC.

   c. Where appropriate, advise the Center for the Liberal Arts on possible topics for faculty development programs based on knowledge gained from the subcommittee's work assessing course proposals.

4) We recommend that the Center for the Liberal Arts take the lead in faculty development required for implementation of COLL 199, and that it be charged with responsibility to:

   a) Formulate faculty development opportunities for COLL 199, and in the areas of diversity and inclusion generally, as ways to strengthen the COLL Curriculum.

   b) Formulate and adopt a budget for this effort, to include both the initial surge of development needed to launch COLL 199 successfully and the continuing training required (a) for faculty new to W&M and current faculty new to COLL 199 and (b) to stay abreast of new knowledge in this area.

   c) Deliver and advocate for faculty programming that occurs on a regular and ongoing basis. This should include programs/training in how to facilitate potentially difficult conversations associated with COLL 199 content.

   d) Help faculty think, individually and in groups, about how to build COLL 199 content/approaches into existing courses.

   e) Collaborate with campus partners in developing a bibliography of resources related to teaching COLL 199 courses, including research on pedagogical strategies and effectiveness and on teaching about diversity, inclusion, racism, and systematic inequity in the United States.

5) We recommend that the Dean of Arts & Sciences, working from the initial estimate of the seats required to support COLL 199 (see p. 29, Section IV of the report), develop a specific hiring plan to ensure that we are prepared to begin requiring COLL 199 for the class matriculating in Fall 2021. This plan should involve hiring faculty who are prepared to teach COLL 199 courses and/or to relieve current faculty who are able and eager to teach such courses but cannot due to other teaching demands required by their units.

6) We recommend that the CLA and COLL 199 subcommittee of the EPC begin steps to implement the COLL 199 requirement along the following schedule:

    a) During the 2019-20 academic year, CLA Fellows will work with faculty across Arts & Sciences and the professional schools with undergraduate degree programs to develop potential COLL 199 courses. These potential courses would aim to meet anticipated EPC guidelines for COLL 199.

    b) During Spring 2020, the COLL 199 subcommittee, working with the CLA, will advise EPC on a Curriculog form that will be used to judge whether a course will carry the 199 attribute and begin soliciting proposals for pilot COLL 199 courses to be offered in the 2020-21 academic year. The CLA will work with faculty to develop these pilot courses and provide support to faculty during their implementation.

    c) During 2020-21, the COLL 199 subcommittee will solicit and review course proposals for COLL 199 courses to be offered during the 2021-22 academic year, the first year that a course carrying this attribute will be required for matriculating students.

7) We recommend that participation in COLL 199 be embedded within departments/programs. Currently every A&S department/program has developed an individual plan for diversity. We propose that each of these plans be required to include a statement and action plan regarding:

    a) The ways in which the department/program will contribute to offering COLL 199 courses, including refocusing existing courses on COLL 199 priorities, and making ability to teach COLL 199 courses a priority in plans for hiring.

    b) The types of diversity knowledge that will best prepare their majors for their eventual careers, including COLL 199 courses or other courses within or outside the major.

    c) The language to be included in future job posting advising applicants of the COLL 199 requirement and asking them to discuss possible courses they are interested in or prepared to teach in their teaching and diversity statements.

8) We recommend changes to teaching evaluation practices as follows:

    a) For each course taught, faculty be provided an opportunity to respond to student evaluations; and that these responses routinely accompany teaching scores where the scores are used to evaluate teaching ability.

    b) As a longer term goal, teaching evaluation instruments and practices be revamped to provide a more holistic evaluation process and to take into account the potential for student bias.

9) We recommend that the Dean and/or the A&S Council on Diversity convene a working group to study diversity in the STEM disciplines, with a charge to:

a) Review diversity practices recommended by the national professional associations, current diversity practices within the W&M STEM disciplines, and innovative practices at peer institutions.

b) Recommend appropriate actions for adoption by our academic departments and programs.

10) We recommend that the A&S Council on Diversity establish regular meetings with campus partners to ensure that faculty coordinate their COLL 199 teaching with ongoing campus efforts to transform W&M's climate and educational experience outside the classroom.

11) We recommend that in 2024-25 the EPC and the Center for the Liberal Arts coordinate with the Office of Institutional Analysis and Effectiveness to assess COLL 199 in relation to the faculty's aspirations for this course requirement.

12) We recommend that the Dean of Arts & Sciences convene a curricular review of COLL 199 in 2025-26.

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APPENDICES

Appendix A

Resolution Adopted at the October 3, 2017, meeting of the Faculty of Arts & Sciences

Whereas, the Report of the Task Force on Race and Race Relations recommended the development of a required undergraduate course or courses on inclusion and related topics;
Whereas, the President of the College formed an Implementation Team to implement the recommendations in the Task Force's report;

Whereas, a subcommittee of the Implementation Team, later joined by members of the Educational Policy Committee, has been studying how best to engage the President's directive to implement the curricular recommendations in the Task Force's report;

Whereas, the Implementation Team/Educational Policy Subcommittee currently believes that the best solution is to require all undergraduate students to take a course that bears an "Inclusion and Common Ground" (ICG) attribute and is part of the COLL curriculum.

Whereas, this proposal would set forth certain requirements to be met in order for a COLL course to bear an ICG attribute, such as that the course focus on issues of difference, include discussions of marginalized communities, engage issues of contemporary U.S. society, and encourage the development of the ability to engage in respectful disagreement and debate;

Whereas, development of such a requirement necessarily involves faculty discussion, data collection, consultation with experts, and piloting of courses in order to determine the nature of such a requirement;

And whereas, the Faculty of Arts & Sciences wishes to communicate its support for this effort and its intention to collaborate in the development and implementation of a curricular requirement relating to inclusion;

Be it resolved that the Implementation Team/Educational Policy Subcommittee continue to work on an inclusion requirement for the COLL curriculum and bring its efforts to the faculty for discussion, development, and, eventually, a vote.

Appendix B

Letter of Concern regarding COLL 199

March 31, 2018

To: the Faculty of Arts and Sciences and the Educational Policy Committee

From (in alphabetical order):

Lizabeth A. Allison, Biology
Jennifer Bickham Mendez, Sociology
Larry Evans, Government
Gregory Hancock, Geology
S.P. Harish, Government
Paul Heideman, Biology
Marcus Holmes, Government
Kathleen Jenkins, Sociology
Jennifer G. Kahn, Anthropology
Lisa Landino, Chemistry
Dan Maliniak, Government
Paul Manna, Government and the Public Policy Program
Claire McKinney, Government and Gender, Sexuality, and Women's Studies
Jennifer Mellor, Economics
Leisa Meyer, History and Director, American Studies Program
Helen Murphy, Biology
Gul Ozyegin, Sociology and Gender, Sexuality, and Women's Studies
Susan Peterson, Government and International Relations
Jennifer Putzi, English and Director, Gender, Sexuality, and Women's Studies
Sarah Stafford, Economics
Jaime Settle, Government
Michael Tierney, Government and International Relations
A. Maurits van der Veen, Government
Erin Webster, English

Summary

We present this letter in the spirit of the COLL 199 curricular requirement. We largely agree with the Race and Race Relations Task Force that we should listen to student demand for producing more curricular spaces where deep issues of race and racism can be discussed in an environment that will help students cultivate the skills to engage in respectful disagreement and debate. We also agree that reiterating the faculty and the College's dedication to justice and equality is important. The curriculum is one of many sites where such reiteration can move beyond empty gestures and be part of continued transformation.

We have given close thought to the proposal that is slated to be voted on in April. As the proposal currently stands, we urge the EPC and the faculty to delay the vote because the COLL 199 proposal could be greatly improved with more study and requires a much firmer commitment of university resources. Our concerns are summarized below:

1) If poorly implemented, the requirement could create additional burdens for students and faculty of color.

2) If we do not understand best practices surrounding these kinds of requirements, we will not achieve the desired outcomes.

3) If we do not explicitly specify necessary institutional and financial resources, course development and implementation will be inadequately supported.

I. We should study experiences at other schools to adopt best practices that avoid creating unforeseen burdens for students and faculty of color.

William & Mary is not the first school to consider forming a requirement that forces students to take courses designed around questions of identity inequality and injustice. Because we are not a leader on this issue, we need to reach out to other schools with long-standing histories with similar diversity requirements in order to understand the long-term consequences for the student body. Instructors at other state institutions have expressed (anecdotally) that these requirements sometimes are felt as burdens on marginalized students rather than transformational for students in the majority. The explanation for this counter-intuitive result is as follows: courses focused on marginalized identities and inequality were once spaces where students who experience racism, sexism, homophobia, etc. could come and talk about the intricacies of the theories that explain and attempt to remedy these positions become spaces where these same students feel like they are tasked with educating privileged students about their experiences (thus becoming objects of skepticism). Marginalized students therefore lose the space that allowed them the psychic and emotional energy to face up to their marginalization and instead are tasked with a new burden that drains that same emotional and psychic energy. In effect, marginalized students can come to feel like they are being asked to teach their peers in a non-reciprocal relationship. This anecdotal evidence can be connected to one study that interviewed junior faculty of color who found diversity requirements worked to create an additional hidden service requirement for them that often puts at risk tenure and promotion (Brayboy 76). There is a risk that the requirement will silo issues of marginalization and will be taken to be the responsibility of already-marginalized faculty and students, absolving particular faculty, departments, schools, or divisions of responsibility for grappling with these topics. If marginalized students and faculty of color are potentially harmed by the implementation of this requirement, this consequence needs to be taken seriously. The only way to take such potential seriously is to engage in systematic study of how already-implemented diversity requirements have worked in practice. The result of such study should produce a concrete list of best practices and suggestions suitable for the College of William & Mary on the issue of curriculum on justice and equity.

II. We should engage in research of best practices to decide whether and in what way the design of diversity course requirements can achieve our stated objectives.

There is conflicting evidence that such diversity requirements actually create lasting attitudinal change and/or capacity for multicultural dialogue. The picture that emerges from reading the literature on diversity course requirements seems to suggest that there is some capacity for changing attitudes but that much of this research might overstate any effects because of social desirability effects (students who take a pre and post-test after a diversity course know what answers they are expected to give and so regardless of their attitudes, they mirror course content). Quantitative studies have attempted to get around this by testing different students (giving surveys to students who have not taken a course that meets the requirement and to students currently enrolled in such courses), but such studies are also limited because the different student populations cannot be assumed to be randomly distributed (for instance, even if students are matched by social year, the reason why a student would or would not take such a class in their sophomore year may influence whether or not they previously held certain beliefs or possessed particular skills). Two studies have demonstrated that questions of how the course is designed as well as how many diversity-oriented courses students participate in have dramatic effects on whether student capacity increases and attitude changes occur (such effects vary by race and gender) (Brown 335-336; Bowman 557-562). Both of these studies theorize that because such transformation requires students to experience a state of disequilibrium (challenging their previous experiences and beliefs), they may react with resistance or negative emotions. Not dealing with such issues explicitly through either repeated exposure to diversity topics or through carefully designed courses may fail to change the capacity of students to appreciate or develop cross-cultural capacity. These studies support both the pursuit of diversity in the curriculum (because it can potentially create benefits in line with its mission) and the need for careful design (because benefits are not guaranteed and require close attention to course design and design of the requirement itself). Poorly attended faculty town halls and a student town hall that included only less than 5% of the total undergraduate population are insufficient to ensure we design these courses in such a way to produce our desired outcomes.

III. We need to explicitly specify necessary short-term and long-term financial and institutional resources to ensure courses meet our highest standards

Finally, we are gravely concerned that administrative resources and support will fall far short of what is necessary to make a COLL 199 requirement effective. In the March FAS faculty meeting, it was reported that a simple count of classes offered in Fall 2017 showed over 800 already available seats to meet the requirement. The concern that such seats could be supplemented and sustained over time is already under discussion. But such an argument demonstrated our additional concern. The concern is twofold and points to two possible (and potentially mutually exclusive) conclusions. First, the requirement is merely about forcing students to take classes we already have, in which case, the core demand that emerged from the Race and Race Relations Task Force that the College needs more curricular spaces for having diversity conversations is being ignored. That is, the requirement is starting out as either unnecessary or a watered-down empty gesture. Second, the notion that the faculty already knows how to complete the incredibly difficult pedagogical task of deeply engaging issues of

marginalization and fostering thoughtful and respectful discussion and debate will turn out to be false and thus insufficient resources will be allocated in the development of such courses. This second outcome seems to be where we are headed given that the only provision of resources made public is a single workshop slated for Fall 2018 and a vague promise of money for individual departments if they want to bring out someone for a seminar. Anti-racist (or sexist/homophobic/ableist) pedagogical training requires more than a single three-hour seminar. To presume that faculty, whose time is already dedicated to service, teaching, and research, would voluntarily engage in anything more intensive without explicit compensation (both in terms of money and merit) is not pragmatic. To truly accomplish what the requirement aims to accomplish, professors interested in teaching such a curriculum must be compensated to engage in a semester-long faculty seminar (continually offered at least once every two years) that actually give a range of tools, strategies and syllabus development to produce high-quality courses. Such a training regime could be modeled after one from St. Thomas University, where faculty produced syllabi only after completing training geared toward diversity best practices and demonstrated real curricular transformation in student surveys (Pickens, Bachay, and Treadwell, 3). Sustained, thoughtfully designed incentives to encourage faculty to expand their capacities is crucial to producing high-quality curricular change. Such dedication of resources may require fundraising and coordination with the Charles Center, the Center of Liberal Arts, and University Advancement.

Conclusion

We faculty often feel like our expertise in our areas and research extend to expertise in all forms of teaching and pedagogy. Given the difficulty of the task of producing courses that actually transform W&M curriculum around marginalization that 1) minimizes the risk of further burdening students and faculty of color, 2) can manage the dangers of disequilibrium and resistance of non-marginalized students, and 3) will actually produce knowledge and skills in line with the stated desires of justice and equity, we think we need to seriously consider more time for study and a more explicit implementation plan before putting the COLL 199 requirement up for a vote. This letter, therefore, is a call to use the momentum from the Race and Race Relations Task Force report and the ongoing work of the implementation team to make William & Mary a leader in producing a curriculum that benefits of all our students.

Thank you for your time and consideration.

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Appendix C

Resolution Adopted at the April 3, 2018, meeting of the Faculty of Arts & Sciences

COLL 199

COLL 199 is a requirement that all students take a course of at least 3 credits dealing with justice and equity. The COLL 199 attribute may be applied to other COLL courses, including COLL 100s, 150s, and 200s. Students who take such courses will earn credit toward both requirements. This attribute can be affixed to any course that successfully addresses two pedagogical goals.

These goals are: 1) to deepen students' understanding of the value-laden processes of social inclusion and exclusion through institutional, cultural, and normative practices that are both historical and ongoing; 2) 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.

To meet these pedagogical goals, COLL199 courses will: 1) examine social norms, institutional practices, and patterns of belonging and marginalization by exploring at least two key social categories including, but not limited to: race, gender identity, ethnicity, sexual orientation, socioeconomic status, language, religion and disability; 2) emphasize respectful dialogue among students as an integral component of the course; and 3) enable critical reflection by requiring students to make sustained connections between the course material and contemporary life in the United States.

IMPLEMENTATION SCHEDULE

The vote on the implementation of the COLL 199 requirement will occur no earlier than the December 2018 but no later than the February 2019 Faculty of Arts & Sciences meeting. The FAC will appoint by the end of this academic year an ad hoc committee to further study best practices in the implementation of such a requirement.

The ad hoc committee will be composed of the following:

- At least one member from the original subcommittee that developed the COLL 199 proposal.
- At least one member of the Center for Liberal Arts.
- At least one member from the Educational Policy Committee.
- Representatives in equal number from Area I, Area II, and Area III departments and programs.

- A diversity of faculty representative of some of the identity categories outlined in the COLL 199 proposal.

The ad hoc committee will create and distribute a report to the Faculty of Arts & Sciences no later than the November 2018 Faculty of Arts & Sciences meeting that includes the following information:

- Experience in the field: This ad hoc committee will continue the work of the Race and Race Relations Task Force and Implementation team and the EPC subcommittee on the COLL199 proposal. A description of 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. When practicable, that analysis should include an analysis of the impact such requirement adoption has on students and faculty of color.

- Budget: A proposed budget for the implementation of a COLL 199 requirement, including necessary training and course development in line with best practices, and necessary hiring of faculty and staff.

- Resources: In consultation with the Provost and the Dean of Arts & Sciences, information on the available resources in Arts & Sciences to support implementation of a COLL 199 requirement.

Other: Any other relevant information that the ad hoc committee believes would be useful for informing the faculty as it deliberates COLL 199.

Appendix D

Peer Institutions Reviewed:

Boston College
Boston University
Brandeis University
Brown University
Clemson University
Dartmouth College
Emory University
George Mason University
Georgetown University
James Madison University
Marquette University
Notre Dame
Rutgers University, New Brunswick
Rutgers University, Newark
SUNY Binghamton
Syracuse University
Tufts University
University of California, Los Angeles
University of California, Irvine
University of California, Santa Barbara
University of Connecticut
University of Delaware
University of Georgia
University of Maryland
University of Michigan
University of New Hampshire
University of North Carolina
University of Virginia
University of Washington
Vanderbilt University
VCU
Virginia Tech
Wake Forest University
Washington University
Yeshiva University

Appendix E

Survey Email Sent to Faculty

Dear Colleagues,

The COLL199 Implementation Committee requests your assistance in gathering information about current or potential W&M courses that might meet the new COLL199 requirement, approved by the Faculty of Arts & Sciences in Spring 2018 (see attached description). We are asking you to complete a survey regarding your courses as well as resources that you might find useful in the process of developing and teaching COLL199 courses. You will find the survey here: COLL199 Implementation Survey

We would greatly appreciate it if you would complete the survey before **Monday, October 8, 2018**. Your responses will not be construed as a commitment to teach a COLL199 course.

If you have any questions, please contact either Hannah Rosen (hrosen@wm.edu) or Marc Sher (mtsher@wm.edu), co-chairs of the committee.

Thank you for your help as we work to develop an implementation plan.

From the COLL 199 Implementation Committee

Hannah Rosen & Marc Sher, Co-Chairs
Michael Blakey
Kathleen Jenkins
Gayle Murchison
Chris Nemacheck
Steve Otto
Suzanne Raitt
Margaret Saha

Appendix F

Summary of Diversity Requirements (Category 1 and Category 2) at Peer Institutions

Boston College (Category 1)

One course is currently required in Cultural Diversity. It may double-count with other requirements. It's not clear why their catalog describes this in partly hypothetical language.

> Courses in **Cultural Diversity**, by introducing students to different cultures and examining the concepts of cultural identity and cultural differences, are aimed at developing students' appreciation of other ways of life and providing a new understanding of their own cultures.
>
> More specifically, the Task Force envisions a one-course Cultural Diversity requirement being fulfilled by:
>
> - courses on Asian, African, Middle Eastern and Latin American cultures
> - courses on minority cultures of the United States derived from these cultures
> - courses on Native American cultures
> - courses that address the concept of culture from a theoretical and comparative perspective either separately or in the context of the courses listed in above.
>
> Cultural Diversity courses could be designed as departmental offerings or as interdisciplinary courses and could approach the culture in various ways: through its religious or ethical values; from an understanding of its historical development; from the perspective of its social, economic and political systems; or from an appreciation of its literary, artistic or other cultural achievements.

Boston University (Category 1)

The Diversity, Civic Engagement, and Global Citizenship requirement is structured into 4 units in 3 areas: The Individual in Community (1 unit), Global Citizenship and Intercultural Literacy (2 units), and Ethical Reasoning (1 unit).

> **THE INDIVIDUAL IN COMMUNITY**
>
> The ability to accept individual responsibility toward multiple communities, and to work as engaged members of diverse communities, is essential to all aspects of life in the 21st century.
>
> **Learning Outcomes**

1. Students will analyze at least one of the dimensions of experience—historical, racial, socioeconomic, political, gender, linguistic, religious, or cultural—that inform their own worldviews and beliefs as well as those of other individuals and societies.

2. Students will participate respectfully in different communities such as campus, citywide, national, and international groups, and recognize and reflect on the issues relevant to those communities.

GLOBAL CITIZENSHIP AND INTERCULTURAL LITERACY

An ability to orient ourselves when outside our cultural comfort zones (abroad, in a foreign-language context, in an unfamiliar neighborhood of Boston, for example) and to work with sensitivity with people from different backgrounds is necessary to success in the workplace and to living a productive, meaningful life.

Learning Outcomes

1. Students will demonstrate, through comparative analysis, an understanding of global diversity as expressed in at least two different languages, cultures, religions, political systems, or societies.

2. Students will demonstrate detailed understanding of at least two cultural contexts through foreign language or culture study at BU, participation in a language or culture living-learning community at BU, or study abroad. This will involve reflection on the challenges and pleasures students discover in orienting themselves in new and unfamiliar cultures.

ETHICAL REASONING

Learning to grapple competently with such fundamental ethical questions is a central component of citizenship and is critical to helping us understand ourselves not just as individuals, but also as parts of communities and custodians of the Earth. Ethical reasoning is part of Boston University's distinguishing tradition of social justice.

Learning Outcomes

1. Students will be able to identify, grapple with, and make a judgment about the ethical questions at stake in at least one major contemporary public debate, and engage in a civil discussion about it with those who hold views different from their own.

2. Students will demonstrate the skills and vocabulary needed to reflect on the ethical responsibilities that face individuals (or organizations, or societies, or governments) as they grapple with issues affecting both the communities to which they belong and those identified as "other." They should consider their responsibilities to future generations of humankind, and to stewardship of the Earth.

Brandeis University (Category 2)

Beginning in Fall 2019, students take two courses to fulfill two requirements: (1) Diversity, Equity and Inclusion Studies in the United States and (2) Difference and Justice in the World.

Diversity, Equity and Inclusion Studies in the United States courses prepare students to engage with the dynamics, developments, and divisions within U.S. society in the twenty-first century.

To be active and productive participants in a society undergoing significant ethno-racial, political, environmental and cultural change, students will need to understand the important role that a commitment to social justice has played in the advancement of the United States. They will also need to address the role that inequality has played in the country's formation and continues to play in its development. Courses may draw on a variety of disciplinary approaches to address any of the following:

- The critical study of race, class, gender, sex, disability, ethnicity, sexuality, age, color, nationality and religion, with a specific emphasis on historically marginalized populations;
- The close assessment of laws, regulations, procedures, and policies that have enforced or opposed inequity and injustice;
- The analysis of theories that explain, analyze or critique inequality;
- The empirical examination of coalition and community-building, collaboration across difference, and other practices aimed at increasing inclusion.

Learning Goals

1. Articulate evidence-based understandings of difference and how they work within frameworks of social hierarchy in the United States
2. Increase one's ability to learn from, and demonstrate respect towards, different peoples, cultures, and world-views
3. Identify historical and contemporary strategies to address issues of social justice in the United States
4. Examine US political, economic, legal, educational, environmental, social, religious, and cultural institutions, values and practices and their historical and contemporary impact in shaping power, privilege and disadvantage

Difference and Justice in the World courses will allow students to focus on the social, cultural, political, environmental and economic diversity of human experience within the global/transnational context. Looking beyond singular or dominant understandings of the world, students will engage in the study of peoples outside the U.S., their histories, arts,

cultures, politics, economies, environments, and religions. They will address problems such as:

- the ways in which different cultures, societies and social groups define and express themselves and are defined by others;
- how categories of difference are constructed, and how they intersect with one another;
- the production and mediation of social and cultural power in different contexts;
- the unequal effects of globalization and climate change on different cultures and groups in all spheres of human experience, across histories and geographies.

Learning Goals

1. Increase one's ability to understand different perspectives and learn from peoples, cultures, and world-views different from those that are familiar
2. Develop skills to engage in comparative analyses of how historical legacies have shaped contemporary global and environmental realities
3. Understand global, transnational and interconnected issues of social justice beyond the United States
4. Evaluate strategies that address relevant challenges of global or local significance
5. Promote alternative non-traditional ways of knowing that challenge conventional disciplinary logics

Dartmouth College (Category 1)

One "Culture and Identity" course is required, along with courses in "Western Cultures" and "Non-Western Cultures," to fulfill the three-part World Culture Requirement.

c) Culture and Identity (CI). All students are required to take a course studying how cultures shape and express identities. Courses satisfying this requirement examine how identity categories develop in cultures and as a result of interactions between cultures. Forms of identity to be studied may include but are not limited to those defined by race, gender, sexuality, class, religion, and ethnicity. Courses in this category may study the relations of culture and identity with reference to cultural productions from any part of the world.

Georgetown University (Category 1)

> All Georgetown students are required to take two "engaging diversity" courses to ensure the opportunity to engage with diversity issues in two different contexts: One domestic and one global.
>
> The engaging diversity requirement will prepare students to be responsible, reflective, self-aware and respectful global citizens through recognizing the plurality of human experience and engaging with different cultures, beliefs, and ideas. By fulfilling the requirement, students will become better able to appreciate and reflect upon how human diversity and human identities shape our experience and understanding of the world.
>
> Many courses that meet the diversity requirement also meet other curricular requirements (e.g., core, major, minor) in each school. Courses fulfilling this requirement are indicated with the DIVG (global) and DIVD (domestic) attribute tags in the schedule of classes. Note that while some courses may carry both tags (i.e., global and domestic), students are still required to take two engaging diversity courses in total.

Marquette University (Category 2)

The core curriculum is organized into Foundation Tier, Discovery Tier, and Culminating Course. One Engaging Social Systems and Values (1) course is required in the Foundation Tier. A second Engaging Social Systems and Values (2) course is required in the Discovery Tier or through other degree requirements. In the Service of Faith and Promotion of Justice culminating course, students are expected to reflect learning from the ESSV courses.

Learning outcomes are specified for the core curriculum as a whole. The pertinent outcome:

> **COLLABORATORS ENGAGING SOCIAL SYSTEMS AND VALUES**
> Marquette students will develop skills to engage with a spectrum of people, communities and systems of value. They will be able to analyze the sources and implications of inequity, take steps to create more inclusive and collaborative social and professional processes, acting as people with and for others.

Rutgers University New Brunswick-Pascataway (Category 2)

Two courses are required in 21st Century Challenges:

> **21st CENTURY CHALLENGES [21C]** Students take two degree credit-bearing courses (at least 6 credits) and, in doing so, meet at least two goals.
>
> - Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world.

- Analyze a contemporary global issue from a multidisciplinary perspective.
- Analyze the relationship that science and technology have to a contemporary social issue.
- Analyze issues of social justice across local and global contexts.

The 21st Century Challenge learning goals must be fulfilled by taking classes at Rutgers-New Brunswick; transfer and AP courses are not certified to meet these learning goals.

Note: Rutgers plans to reorganize the Challenges into two separate requirements, one of which would be called "Diversities and Social Inequalities" as follows:

- Analyze the degree to which forms of human differences and stratification among social groups shape individual and group experiences of, and perspectives on, contemporary issues. Such differences and stratification may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, or other social distinctions and their intersections.
- Analyze contemporary social justice systems and unbalanced social power systems.

One course is required in each of the two categories in the area of Historical and Social Analysis:

Historical Analysis (3 credits)

Students must take one degree credit-bearing course that meets one or both of these goals.

1. Explain the development of some aspect of a society or culture over time.
2. Employ historical reasoning to study human endeavors, using appropriate assumptions, methods, evidence, and arguments.

Social Analysis (3 credits)

Students must take one additional degree credit-bearing course that meets one or both of these goals.

1. Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.
2. Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments.

SUNY at Binghamton (Category 2)

In Category 2: Creating a Global Vision, students must take one course in Pluralism in the United States and one course in Global Interdependencies. Various rules govern double-counting and the acceptance of AP/IB credits.

> ***Pluralism in the United States*** **(P)** courses must consider United States society by paying substantive attention to three or more of the following groups and to how these groups have affected and been affected by basic institutions of American society, such as commerce, family, legal and political structures, or religion, and by issues involving inequality:
>
> | **Required groups/identities (at least 2):** | **Additional groups/identities:** |
> |---|---|
> | African Americans | Disability status |
> | Arab Americans | Gender and gender identity |
> | Asian Americans | Immigrant status/issues |
> | European Americans | Language and language identity |
> | Jewish Americans | Religious/spiritual identities |
> | Latin@ Americans | Sexual orientations |
> | Native Americans | Socioeconomic status/class |
> | Pacific Islander Americans | |
>
> The primary focus of ***Global Interdependencies*** **(G)** courses is to study how two or more distinctive world regions have influenced and interacted with one another and how such interactions have been informed by their respective cultures or civilizations.

Syracuse University (Category 1)

In part three of the Liberal Arts Core Curriculum, "Critical Reflections on Ethical and Social Issues," students must take two courses. These can double-count.

> **PART III: THE CRITICAL REFLECTIONS ON ETHICAL AND SOCIAL ISSUES REQUIREMENT**
>
> Students are required to take two courses from the approved list that follows. These courses are designed to encourage students to think critically about social and ethical issues that are relevant to contemporary life. They are from a variety of departments and programs and will demonstrate the relevance of study in the liberal arts to gaining critical perspectives on aspects of contemporary society. Many of these courses may simultaneously be used to partially satisfy other Liberal Arts Core requirements.
>
> Most of the courses that satisfy the Critical Reflections on Ethical and Social Issues Requirement promote the University's core value of diversity. They help students to reflect

on the diversity of peoples, social groups and cultures that surround them in contemporary life. Many other courses in the Liberal Arts Curriculum outside those on the list of Critical Reflections courses also serve this goal.

Transfer and other credit are not accepted for the Critical Reflections Requirement except when they are included in an Associate Degree as defined in articulation agreements.

University of California–Irvine (Category 1)

This requirement was updated and re-defined in January 2018.

Category VII: Multicultural Studies

This requirement develops students' awareness and appreciation of the history, society, and/or culture of one or more underrepresented groups in California and the United States.

After completing this GE requirement, successful students should be able to do the following: demonstrate knowledge of one or more historically underrepresented groups' culture, history, and development in California and the United States; demonstrate an awareness and appreciation of cultural differences and inequities; and demonstrate an understanding that cooperation and mutual understanding among all cultural groups is needed to interact successfully in a culturally diverse society.

Category VII Course Specific Learning Outcomes

After completing GE VII students should be able to:

1. Demonstrate knowledge of the culture, history, and development of one or more historically underrepresented or marginalized groups in California and/or the United States.
2.

And do at least one of the following:

3. Demonstrate knowledge of differences in experience and inequities encountered by underrepresented or marginalized groups in CA and/or the US.

4. Demonstrate the ability to recognize and critically analyze systems of oppression in CA and/or the US.

5. Understand how underrepresented or marginalized groups in CA and/or the US challenge systems of oppression.

University of California–Santa Barbara (Category 2)

One course is required in each of three relevant areas: European Traditions (for B.A. only), World Cultures, and Ethnicity.

Ethnicity Requirement

Objective: To learn to identify and understand the philosophical, intellectual, historical, and/or cultural experiences of HISTORICALLY oppressed and excluded racial minorities in the United States.

In Ethnicity courses, students learn to identify and understand the philosophical, intellectual, historical, and/or cultural experiences of oppressed and excluded racial minorities in the United States.

Students who successfully complete the Ethnicity requirement will be able to:

- Analyze the experiences of oppressed and excluded ethnicities and groups.
- Understand the development of ethnic identities from a variety of perspectives.
- Situate their own experiences as students and learners of cultural and ideological contexts within the diversity of American society.
- Develop perspectives for understanding the experiences of ethnic groups and cultures.
- Develop strategies for interpreting cultural activities, traditions, documents, and/or the material cultures of members of particular ethnic groups.

University of Connecticut (Category 1)

Six credits are required in Content Area Four: Diversity and Multiculturalism. At least three credits must address issues of diversity and/or multiculturalism outside of the United States.

Content Area 4: Diversity and Multiculturalism

In this interconnected global community, individuals of any profession need to be able to understand, appreciate, and function in cultures other than their own. Diversity and multiculturalism in the university curriculum contribute to this essential aspect of education by bringing to the fore the historical truths about different cultural perspectives, especially those of groups that traditionally have been under-represented. These groups might be characterized by such features as race, ethnicity, gender, sexual identities, political systems, or religious traditions, or by persons with disabilities. By studying the ideas, history, values, and creative expressions of diverse groups, students gain appreciation for differences as well as commonalities among people.

University of Delaware (Category 1)

As part of the general education requirements:

> Three credits in an approved course or courses stressing multicultural, ethnic, and/or gender related content. The purpose of the multicultural requirement is to provide students with some awareness of and sensitivity to cultural pluralism, an increasing necessity for educated persons in a diverse world. This requirement may be fulfilled through a course or courses taken to complete other course requirements, but cannot be fulfilled with any course taken on a pass/fail basis. Only course sections that are designated as multicultural in the registration booklet for a specific semester can be used to fulfill this requirement.

University of North Carolina at Chapel Hill (Category 1)

One course is required in U.S. Diversity. Courses are also required in North Atlantic World, Beyond the North Atlantic World, World before 1750, and Global Issues.

> Courses in **U.S. diversity** help students develop a greater understanding of diverse peoples and cultures within the United States and thereby enhance their ability to fulfill the obligations of Unites States citizenship. These courses address in systematic fashion one or more aspects of diversity in the United States, whether arising from ethnic, generational, class, gender, sexual, regional, or religious differences.

Vanderbilt University (Category 1)

One course is required in Perspectives. Courses are also required in International Cultures (3) and History and Culture of the United States (1).

> Courses in **Perspectives** give significant attention to individual and cultural diversity, multicultural interactions, sexual orientation, gender, racial, ethical, religious, and "Science and Society" issues within a culture across time or between cultures, thereby extending the principles and methods associated with the liberal arts to the broader circumstances in which students live. These courses emphasize the relationship of divergent ethics and moral values on contemporary social issues and global conflicts.

Wake Forest University (Category 1)

All students must complete the Cultural Diversity Requirement, unless accepted into the Open Curriculum.

> **Cultural Diversity Requirement.** All students must complete at least one course that educates them regarding cultural diversity. This course may be taken at the basic, divisional,

> or major/minor level, or as an elective. Courses qualified to meet this requirement are designated (CD) after their descriptions in this bulletin.

Washington University in St. Louis (Category 2)

The Core Requirements, beginning in 2017-18, require one course in Social Contrasts:

> Courses in **Social Contrasts** help you think critically about the ways in which societies, including our own, are organized, coordinated, or divided. These courses address the logic and illogic of the social categories of race, class, gender, and ethnicity. Social Contrasts courses foreground the scrutiny of such social categories as the fundamental structural principle for investigation.
>
> Students take one course whose primary emphasis is on the formation, maintenance or impact of social categories such as race, ethnicity, gender, class, sexual orientation, religious affiliation, ability status or other categories. This course, which may be taken credit/no credit, must be selected from an approved list of "SC" courses; it may also satisfy other requirements.

A section of the Area Requirements is titled Language and Cultural Diversity, with requirements in the Language Path and Culture Path, both of which can include the study of foreign languages:

> **Language & Cultural Diversity (LCD)**
>
> In our increasingly global culture, the ability to appreciate and comprehend cultural commonalities and differences becomes increasingly important, and will impressively shape 21st-century leaders. In Arts & Sciences, there are two paths into the LCD area

James Madison University (Category 1)

One course is required in the Sociocultural Domain of Cluster Five: Individuals in the Human Community.

> In Cluster Five, students learn about themselves as individuals and as members of different communities. Through studying the many variables that influence human behavior, students gain an understanding of the relationship between the individual and a diverse community and develop a sense of responsibility for self and community. Students explore how individuals develop and function in the social, psychological, emotional, physical and spiritual dimensions.
>
> **Sociocultural Domain**
>
> - PSYC 101 General Psychology
> - PSYC 160 Life Span Human Development

- SOCI 140 MicroSociology: The Individual in Society
- WGS 200: Introduction to Women and Gender Studies (Beginning Spring 2017)

Courses in this area focus on sociocultural and psychological aspects of individuals interacting within societal contexts. Students study the formation and functions of social relationships and reflect on personal responsibilities to diverse communities within which people function throughout life. Students explore sociocultural and psychological aspects of personal belief systems, self-identity, and assumptions about others. Courses in this area enable students to develop ethical and scientifically based critical thinking about human behavior and social interaction.

Learning Objectives: After completing Cluster Five: Individuals in the Human Community, Sociocultural Domain, students should be able to:

- Understand how individual and sociocultural factors interact in the development of beliefs, behaviors, and experiences of oneself and others.
- Discern the extent to which sources of information about the socio-cultural dimension are reputable and unbiased.
- Evaluate the extent to which the approach to, and uses of, psychosocial research are ethical and appropriate.

Virginia Commonwealth University (Category 1)

One course is required in the area of Diverse and Global Communities.

Diverse and global communities

These courses are designed to provide students with an understanding of communities, cultures and identities other than their own, and with the ability to apply methods of inquiry from various academic disciplines to the understanding of diverse cultures and societies and the interactions among them.

Course	Title
AFAM 111	Introduction to Africana Studies (3)
GSWS 201	Introduction to Gender, Sexuality and Women's Studies (3)
INTL 101	Human Societies and Globalization (3)
MASC/INTL 151	Global Communications (3)
POLI/INTL 105	International Relations (3)
RELS 108	Human Spirituality (3)

Virginia Tech University (Category 2)

The new Pathways to General Education was introduced in Fall 2018. Pathway 7: Critical Analysis of Identity and Equity in the United States requires one course (3 credits) that may be double-counted.

Critical Analysis of Identity and Equity in the United States

Explores the ways social identities related to race, ethnicity, gender, gender identity, gender expression, class, disability status, sexual orientation, religion, veteran status, economic status, age, and other socially salient categories and statuses, influence the human condition and experience, with focus on the United States in particular or in comparative perspective.

It recognizes that people in society have had different experiences and opportunities related to social categories, and challenges students to consider their ethical responsibilities to others in that context and in the context of Ut Prosim, to enhance their capacities to be engaged citizens and visionary leaders in an increasingly diverse society. Students will gain self-awareness of how they are situated relative to those around them based on social identities and foundational knowledge of the interactive dynamics of social identities, power and inequity.

Student Learning Outcomes:

1. Analyze how social identities, statuses, space, place, traditions, and histories of inequity and power shape human experience in the United States (particularly or in comparative perspective).

2. Analyze social equity and diversity in the United States (particularly or in comparative perspective) through multiple perspectives on power and identity.

3. Demonstrate how creative works analyze and/or reimagine diversity in human experiences in the United States (particularly or in comparative perspective).

4. Demonstrate how aesthetic and cultural expressions mediate identities, statuses, space, place, formal traditions, and/or historical contexts in the United States (particularly or in comparative perspective).

5. Analyze the interactive relationships between place, space, identity formation, and sense of community in the United States (particularly or in comparative perspective).

Appendix G

Summary of 199-like Diversity Curricula Offered (but not required) at Peer Institutions

Boston College

A cluster of "Difference, Justice, and the Common Good" courses is offered (but not required) as one way to fulfill a larger cultural diversity requirement.

Learning goals:

- Students will be able to explain how power shapes differences and creates injustices in the United States. In the context of the university's Jesuit, Catholic mission, and as appropriate in the particular course, students encounter and engage the reality of a broken world that calls out for justice, love, and mercy.

- Students will develop skills to think more critically about how difference and power have operated both in the past and present. Such skills may include intercultural competence, engaging with diverse others, reflection on one's own experiences and identity, integrating the theoretical and empirical study of difference and power, and connecting academic knowledge to lived experience.

- Students will understand the relationship between justice and the common good and imagine how to act constructively in dialogue with people who are marginalized and dispossessed in the pursuit of justice and the common good.

Brown University

Within the undergraduate "open curriculum," an optional set of courses are designated as DIAP (Diversity and Inclusion Action Plan) courses:

DIAP Courses: Race, Gender, and Inequality

For nearly thirty years, Brown has had a course indicator in order to highlight the University's commitment to the intellectual study of race/racial formations, inequality, and social justice. Originally defined as "American Minority Perspectives" and later broadened to examine issues around other identity formations and structures of power and privilege throughout the world ("Diverse Perspectives in Liberal Learning"), the latest iteration of this course designator was the result of a 2017 report produced by the Task Force on Diversity in the Curriculum and subsequently endorsed with minor revisions by the College Curriculum Council. As the title indicates, the new designator is a part of the University's broader Diversity and Inclusion Action Plan (DIAP).

> In their content and their objectives, DIAP Courses on Race, Gender, and Inequality examine issues of structural inequality, racial formations and/or disparities, and systems of power within a complex, pluralistic world."

To have a course approved for the designation, course proposals must include a syllabus "explicitly identifying one of the focus areas...[listed below] as a key course objective, bolstered by at least one assignment."

> **DIAP courses may investigate:**
>
> - the ways different forms of power and privilege construct racial and identity formations in the U.S. and/or globally; the cultural, political, and intellectual responses to this racialization;
>
> - the production of categories of ethnicity, race, gender, sexual orientation, class, religion, ability, citizenship status, and geography (and their intersections);
>
> - the structures, institutions, practices, and attitudes that enable, maintain, or mitigate domestic and/or global disparities in health, income, education outcomes, media representations, etc.;
>
> - the production of knowledge and difference in the context of discourses on race, power, and privilege."

University of Virginia

The New College Curriculum is available to a cohort of incoming first-year students but not required. Courses are taught by designated College Fellows "who have decided to step away from their disciplinary teaching for a period of two years and instead devote themselves to the Engagements' first-year experience."

The Engagements tier has two 199-like components: Engaging Differences and Ethical Engagement. The Disciplines tier requires courses in 7 areas, engaging at least 6 departments.

> **The Disciplines area titled "Cultures & Societies of the World":**
>
> A liberal education should introduce students to the wide variety of social systems, institutions, and cultures around the world. Courses in this category will expose students to the legal, political, religious and cultural systems of a broad range of societies and help students understand how beliefs, ideas, and practices are socially organized. Such courses should also help students understand connections between and among different societies.
>
> **The Disciplines area titled "Social & Economic Systems":**

> A liberally educated student should be able to identify and reflect on social patterns and structures around the world. Courses in social and economic systems help students understand the complex relationships among individuals, institutions, ideas, markets, and historical events. These courses are concerned with the nature of social interactions and the analytical and interpretive methods of making sense of it. Students in these courses will consider these relationships in social, cultural, economic, and political spheres.

Rutgers University, Newark

In addition to our primary focus on the 30 peer and Virginia institutions, we discovered an interesting program (not required) at Rutgers University Newark, described below.

The new, experimental Honors Living Learning Community (HLLC) has attracted national attention. This residential experience is offered to 80 students per year and is focused on social justice. Students declare a major, and the HLLC program gives them the equivalent of an additional minor. The program is in its third year after an initial pilot year. They are also opening a new building in collaboration with the city, and the focus is on hands-on, community-engaged justice work. The HLLC was established as one of the initiatives in a strategic plan.

The HLLC is a small liberal arts college within a large public university, and they see themselves as rethinking both the idea of Honors and of "merit." The HLLC and other initiatives, such as better financial aid, have increased the number of Newark residents attending the university by 60% over the last three years. HLLC was a collaboration with the city and with community organizations, as well as a response to demands from current students for a social justice curriculum.

The theme of the program is "Local Citizenship in a Global World." The emphasis is on transdisciplinary/interdisciplinary work, and frequently courses are co-taught with a community member or in collaboration with a community organization. One of the core courses is on advocacy skills, and students are trained to be co-teachers. Faculty teaching in the HLLC are all appointed in departments/programs and are teaching other courses as well.

Courses are submitted for approval for HLLC using an online form, which is then vetted by a faculty committee. The strategic plan that gave rise to the HLLC also had an initiative related to faculty development: engaged scholarship, innovative pedagogy, engaging students from under-represented groups. Faculty teaching in the HLLC tend to be well established in their careers and disciplines and looking for a new kind of experience –more collaborative, more experimental.

Faculty who teach in the HLLC have a two-day orientation/training before the semester begins, when they discuss the mission of the HLLC, the kinds of students they will encounter, pedagogical innovations (including technological innovation in the classroom), best practices for assignments (scaffolding, rubrics –especially for differently prepared students), and they also discuss the courses they plan to teach.

There is a large focus on how social justice is best defined. The institutional representatives with whom we spoke recommended the book Readings for Diversity and Social Justice and a companion volume, Teaching for Diversity and Social Justice, which they use both with faculty and with students. Faculty teaching the core courses continue to meet weekly throughout the semester. Faculty teaching electives meet monthly. These meetings represent a kind of learning community for faculty. They believe that these courses can cause harm if they are poorly taught, hence a big focus on training and supporting faculty and building a faculty community around the program.

Appendix H

Example Assessment Tools for Type 2 Requirements at Peer Institutions

Marquette University

B. Measuring the outcomes of an ESSV course

The ESSV taskforce highly recommends that courses accepted as part of the ESSV Foundational Experience have a plan for measuring student proficiency in the course. Using a modified version of the well-researched AAC&U VALUE rubric (see modified rubric below), not only can Marquette faculty calibrate the ESSV courses with a common standard of assessment, they can engage the national literature for resources and support.

	Capstone 4	**Milestones** 3	2	**Benchmark** 1
Knowledge *Cultural self-awareness*	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge *Knowledge of cultural worldview frameworks*	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills *Empathy*	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills *Verbal and nonverbal communication*	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes *Curiosity*	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Skills *Critical Reflection*	Identifies meaningful connections in written communication between personal contexts and experiences with more complex course concepts, theories and/or objectives and is able to tie these connections to one's own vocation and commitment towards social justice.	Makes significant connections between course concepts, theories and/or objectives and personal experience with well-written communication on how these connections can inform future learning and guide personal action.	Identifies simple connections between course concepts, theories and/or objectives with personal experiences and can provide limited description of how the insights can inform or guide future learning.	Has difficulty identifying connections between course concepts, theories, objectives and personal experience or the connections made are inappropriate.

All ESSV courses need to have activities, exercises, and/or assessments that can be measured by the above rubric. A single exercise or assessment may measure one or more proficiency (for example a survey at the beginning and end of a course might capture students' progress towards higher levels of curiosity and cultural self-awareness). Likewise, an exercise might assess if students have achieved a particular level of competency in a single area (for example, in the final exam, students are asked to connect course content to social inequity to demonstrate a particular level of knowledge about cultural worldview frameworks).

Rutgers University New Brunswick-Pascataway

RUTGERS NEW BRUNSWICK

Core Curriculum Rubrics *[revised Core goals ratified May 2018]*

Contemporary Challenges –

CCD: Diversities and Social Inequalities (3 credits) - *Students must take **one** course that meets **one or both** goals.*

GOAL CCD-1 - *Student is able to…* **Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, contemporary issues. Such differences and stratifications may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities, or other social distinctions and their intersections.**

OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY
Specifically explicates how forms of human difference and stratifications among social groups shape individual or group experiences of, and perspectives on, contemporary issues. **Demonstrates a sophisticated understanding** of those differences or social stratifications and their effects on a contemporary challenge.	**Examines** how some types of human difference or social stratification relevant to the course are linked to individual or group experiences of, and perspectives on, contemporary issues. **Demonstrates an understanding** of some effect(s) of those differences or stratifications on a contemporary challenge.	**Identifies** links between a type of human difference or social stratification relevant to the course and individual or group experiences of, and perspectives on, contemporary issues, largely through **satisfactory presentation of course materials**. **Demonstrates some understanding** of how some differences or social stratifications affect a contemporary challenge.	**Fails to** link significant forms of human difference or social stratification relevant to the course to individual or group experiences of, and perspectives on, contemporary issues as relevant to focus of the particular course. **Fails to** delineate the impact of differences or social stratifications on the issues that are central to the course.

University of California–Santa Barbara

General Education Assessment

General Education at UCSB

The General Education program comprises the common intellectual experience of all UCSB Letters and Science undergraduates, whatever their majors. The program orients students to a range of intellectual disciplines, particularly the kinds of questions that different disciplines address and the methods used to create and disseminate knowledge.

The General Education program is designed to expose students to a breadth of ideas that might otherwise lie outside their experience and to encourage intellectual curiosity. It requires study in a variety of areas that may include science and mathematics, human history and thought, social science, arts, and literature, among others.

In addition, the General Education program helps students to refine habits of mind and approaches to scholarly inquiry that are important within all academic disciplines: asking incisive and fruitful questions; collaborating; analyzing, interpreting, and evaluating data, texts, artifacts, and other sources; developing university-level qualitative, quantitative, and information literacy; and articulating ideas using the stylistic conventions of diverse disciplines.

How Program Learning Outcomes for General Education Were Articulated

The Undergraduate Council of the UCSB Academic Senate sets standards for and policy on undergraduate education and provides advice and consent on all matters that affect the educational experiences of undergraduates at UCSB. In Fall 2011, the Council appointed a group of faculty, administrators, and staff with expertise in undergraduate education and authorized a process to articulate the program learning outcomes of the General Education program.

A large and diverse group of faculty took part in writing these outcomes. Documents such as syllabi and assignments associated with courses within each of the 12 General Education areas were analyzed and used to draft outcomes for each area. Faculty teaching in each area reviewed and commented on these drafts. Outcome statements were revised, based on those comments, and recirculated to faculty for approval. In October 2012, the Undergraduate Council approved the final versions of the General Education learning outcomes.

Assessment of General Education at UCSB

Since 2009, UC Santa Barbara has conducted four major assessments of the GE program. The fifth assessment, a longitudinal effort, is currently underway. Launched in fall of 2016, the General Education (GE) longitudinal study investigates both student experience and faculty assessment surrounding four intersecting questions:

1. To what extent do students find that specific GE courses achieve the overall goals of the program?

    a. Does this change as students make their ways through the GE program?

2. To what extent do students find that specific GE courses help them achieve the outcomes of the GE area in which the course is located?

    a. Does this change as they make their ways through the program?

3. To what extent do faculty find that students are achieving the outcomes of the GE area in which the course is located?

4. To what extent do faculty and student assessments of student performance with GE outcomes overlap? Diverge?

To address these questions, UCSB has recruited ~120 students/year and is following these students through their UCSB educations. Each quarter, students are assigned one GE course on which to focus their responses. At the end of the quarter, they complete a survey focusing on their assessment of both the GE outcomes and their work in the course. They also upload one “course document” (something that they have completed in the course that reflects their work with the course outcome). This then becomes the basis for the direct assessment conducted by faculty/instructor raters.

GE Assessment Year 1 (2016-17)

In year one, the GE assessment team selected a GE course and a specific learning strategy associated with the outcome for each GE area as the focus of the assessment. Both the course and the specific learning strategy that students were to focus on for their reflection and assessment were conveyed to them in correspondence during each quarter.

For faculty to score the direct artifacts submitted for this assessment, the GE assessment team worked with faculty to develop scoring guides reflecting the specific learning strategy in each GE outcome area. This took place in three steps:

1. Describing the learning strategy looked like *in their GE course/s*.

2. Identifying patterns *across courses, within the area*. These were returned to faculty for input.

3. Based on input, creating scoring guides for the *overall GE area*. These were also circulated to faculty for input.

4. Finalizing scoring guides.

GE Assessment Year 2 (2017-18)

Following an analysis of the process and data from year 1, the GE Assessment Team identified issues with the year 1 methodology and made appropriate adjustments. Specifically:

1. Targeting specific learning strategies rather than the overall outcome was too narrow; faculty and some students indicated that it was difficult to isolate their attention on features associated with the strategy without taking the entire outcome into consideration.

2. Related, the team found that identifying correlations between specific learning strategies did not take into account the important connections between competencies and the overall GE area outcome.

As a result, the year 2 scoring procedures were adjusted. The assessment shifted from a focus on specific strategies (i.e., bullet points beneath the description of the entire outcome) to the entirety of the outcome (i.e., from exclusively bullet points beneath the description of the outcome to the entirety of the outcome in relation to the bullet points). Students continue to upload a course document as well as indicate *which* specific learning strategies associated with the outcome they found to be addressed during the course. Students particiapting in the study:

1. Upload a course document that they feel reflects their work with one or more of the learning strategies that they have indicated was addressed in the course.

2. Describe how they feel the document reflects their work with the learning strategies in relation to the outcome.
3. Assess the course document in relation to the outcome and strategies.

Faculty focus their assessment on the course document uploaded by students in relationship to the overall outcome. Faculty are asked about which specific learning strategies they see reflected in the course document submitted by students. Then, based on a holistic review of the document, they indicate the extent to which they find it achieves the overall outcome for the GE area. Faculty then provide a brief written explanation of their assessment.

These Year 2 changes enable the GE Assessment Team to continue gathering data about the research questions outlined above. It also provides more specific data from student and faculty perspectives about:

1. The extent to which students and faculty find that course documents are achieving the *overall* outcome for each GE area;

2. Correlations between *specific strategies associated with the outcome* (i.e., bullet points that describe what students should know and/or know how to do in order to achieve the outcome) and the extent to which the outcome is being addressed.

For questions about GE assessment contact Linda Adler-Kassner, Accreditation Liaison Officer.

Washington University, St. Louis

For the previous version of the current Social Contrasts requirement, known as Social Differentiation, the implementation committee report noted:

c) Social Differentiation
There is currently no policy in place for assessment of the social differentiation core skill. The CIC recommends that the General Education Assessment Commitment discuss the possibility of establishing some basic learning goals for this requirement as well as some strategies to determine whether they are being met: a quiz and the beginning and end of a course with the SD designation, for example.

Virginia Tech University

Pathways Implementation Plan: Revised February 2018

V. Assessment

A. Tenets of general education assessment

Virginia Tech's assessment of the general education program will be course-embedded, faculty-led, and improvement-focused. Assessment will focus on the overall effectiveness of the Pathways General Education program as required for SACS-COC accreditation.

The tenets for assessment include the following:

- Assessment of student learning is based on student work that is required in the course and aligns with the student learning outcomes.
- The assessment process will honor the diversity of disciplinary methodologies.
- Data will be collected at the assignment level and will be aggregated to measure the effectiveness of the program, not the competency of the individual student or instructor.
- The assessment process will build on and feed existing best assessment practices on campus.
- The data gathered for assessment will be used to inform teaching and learning in general education.
- Faculty members will have appropriate and continuing support to engage in course design, course-embedded assessment, curriculum alignment, and program improvement.
- As program assessment supports ongoing improvement of the curriculum, the assessment process will also be dynamic and open to ongoing improvement as needed.

Assessment is the process of systematically collecting information about student learning for the purpose of making more transparent what students take away from their course experiences. For Pathways, particularly given its early implementation, assessment provides information for faculty to examine the curriculum and see where areas might be strengthened.

B. Pathways performancecriteria

By the end of summer 2016, faculty groups will have developed specific criteria for each Pathways concept to guide faculty members teaching Pathways courses in categorizing students into three competency levels: below competent, competent, or above competent. A team of faculty members will work with one of

the nine Pathway concepts (the seven core concepts plus the two integrative concepts) and define and describe *below*, *at*, and *above competency* within each of the concepts. These performance indicators will be designed to apply to all student learning outcomes and disciplines within a Pathways concept.

These competency categorizations will be developed by groups of interdisciplinary faculty with interest, teaching experience, and expertise in the concept of which the student learning outcome is a part.
These faculty members will be appointed and compensated by the Office of the Provost.

The performance criterion will resemble this example taken from the AAC&U VALUE Rubric for Inquiry:

	Above Competent (2)	Competent (1)	Below Competent (0)
Student Learning Outcome: **Topic Selection**	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging to be manageable and doable.

Diagram. Example of a portion of the Inquiry VALUE Rubric from AAC&U.

This work will be followed by faculty efforts in summer 2017 to review a sample of student products from pilot Pathways courses that used the performance criteria developed in the summer of 2016. This review in 2017 may lead to changes in the performance criteria. In addition, this review will inform future Pathways course and faculty development areas.

C. Faculty decision-making – course-embedded assessment

When faculty members and departments submit Pathways proposals, they identify the Pathway student learning outcomes that will be addressed in their courses. Each time a course is taught, the instructor will design and identify assignments that align with those identified student learning outcomes. These assignments are chosen at the discretion of the faculty member and will be affected by class size, disciplinary area, and preferences of the instructor. Assignments to ascertain student competence might include any of the following:

- written exam
- oral exam
- multiple-choice questions
- observation/performance
- essay
- capstone project
- other approaches a faculty member might propose and justify

For multiple-section courses, methods may be determined for all sections by the department.

For each Pathway student learning outcome, the faculty member will categorize student performance as *below competent*, *competent*, or *above competent*. This categorization is based on faculty-developed performance criteria described in the prior section. Faculty members may directly use the guiding descriptions from these criteria for evaluation of writing, visual, or oral student work. Faculty members may have to use the criteria more indirectly if they use multiple-choice tests. For instance, faculty members may have to determine how many correct MC items would indicate competence.

Support from CIDER and the Assessment & Evaluation unit in the Office of Academic Decision Support is available to assist in these determinations, either through one-to-one consultation or group workshops. These consultations and workshops, open to full and part-time faculty and graduate students, will be offered throughout the year, particularly at high-need times just before and at the start of each semester.

D. Faculty reporting

Each time a course is taught, faculty members will report on the Pathway student learning outcomes addressed in the course by supplying the number and percentage of students who are below competent, competent, above competent. Information for each student learning outcome is only necessary for one

assignment during the semester. One assignment may meet multiple (or all) student learning outcomes. Depending on the student learning outcome, it may be that an assignment later in the course might provide a more meaningful measurement of student competence. Regardless, this reporting choice is up to the faculty member.

For classes/sections with more than 20 students, an instructor may choose, with the approval of their department head/chair, to report student learning outcome ranking data for a random sample of 20 students chosen at the end of the semester from the class list using a computerized randomization mechanism.

All students would complete the same assignments, but the work of these 20 students would then be reviewed in-depth by the instructor specifically for evidence of competence for each of the relevant student learning outcomes. Then the instructors will report the rankings of competence this results in, summarized into percentages for each student learning outcome, along with the total class size.

Note: Categorizing students into one of the three competency levels may be different from evaluating the student and giving a grade on an assignment. For example, a grade may be affected by tardiness or improper format and the assignment may include more than just the student learning outcome.

In addition, faculty members will provide one example of student work that represents below-competent, competent, and above-competent work. These examples will be used for the concept-level review and norming that will occur each summer.

For those faculty members working with students completing Pathways minors or alternative Pathways, competency of those students will be evaluated by faculty review of students' culminating capstone projects using capstone-specific performance criteria to be developed later.

E. Data management

After the instructor has categorized the students into one of the three competency levels for each of the Pathways student learning outcomes, the faculty member will then submit this information in a table to Assessment & Evaluation.

Note: these data will not be student, faculty, or course identifiable because they will be aggregated at the level of the student learning outcome and concept. Below is an example of the type of form course instructors will be asked to complete.

Indicator	Assessment Method	Assessment Criteria	Below Competent (0)		Competent		Above Competent		Total	
			Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Identify fundamental concepts of the social sciences.	Nine multiple choice items will be embedded on final exam in the course.	*Highly Competent*: Correctly responding to 8 or 9 items *Competent*: Correctly responding 6 or 7 items	81	32.8%	117	47.4%	49	19.8%	247	100.0%
Repeat for each chosen indicator…										

Table. Sample reporting table for a course in Reasoning in the Social Sciences.

Course instructors will have access to the information that they submitted for assessment of Pathways learning in their courses. In addition, at the end of every semester, Assessment & Evaluation will provide a summary of all student learning by student learning outcome within each Pathways area. This summary – without specific student or course data – will be published and updated regularly on the Assessment & Evaluation and Pathways websites.

Given that faculty will be the only ones with access to student data in their courses, they will be the ones who have the responsibility to use the data for course improvement related to Pathways student learning outcomes. The purpose of this data is to evaluate the Pathways curriculum and not individual faculty and their courses. The following diagram provides a visual representation of this data collection and aggregation aligned with the specific SACS standards met:

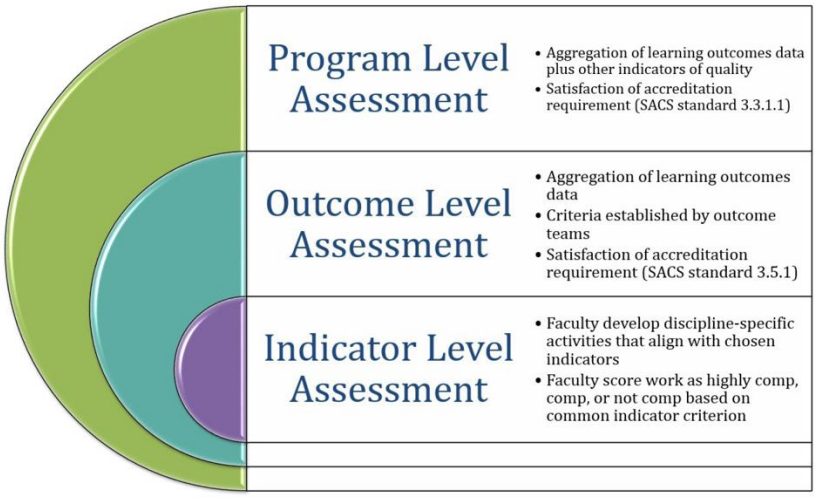

Diagram. Visual representation of data collection and aggregation in the Pathways program.

The Assessment & Evaluation unit will facilitate faculty discussions regarding rating students in terms of these three levels of competency. Throughout this process, Assessment & Evaluation and CIDER are available to discuss issues of assessment and pedagogy. Such topics, offered as workshops and also through one-on-one consultations, include aligning student learning outcomes and assignments; designing appropriate assignments for courses according to class size, disciplines, and other factors; distinguishing between assessment and grading; and using formative feedback to improve teaching and learning.

Appendix I

Faculty Survey Questions and Data

A link to a Qualtrics survey was sent to all faculty teaching undergraduates over the 2017-18 and 2018-19 academic semester at William & Mary, including faculty within Arts & Science and the professional schools. The survey link was sent to faculty on September 24, 2018 with a request that they complete it by October 8, 2018. We sent reminders to complete the survey on September 28, and October 8. The data was downloaded from Qualtrics on October 14, 2018.

The survey did not require completion of all questions. A total of 270 faculty (out of 706 to whom the survey link was sent) answered at least one survey question, and 255 answered the first substantive question about whether faculty taught a course that might meet the COLL 199 requirement or be adapted to meet such a requirement. Those numbers represent a response rate of approximately 36% of the W&M faculty. The survey questions and aggregate responses begin on the next page.

Survey Questions (actual questions in blue font below):

What best describes your position at W&M?

Position	Count	Percent
Tenured	156	57.78%
Untenured in Tenure Track Position	44	16.30%
Lecturer or Senior Lecturer	33	12.22%
Visiting Faculty	17	6.30%
Adjunct Faculty	9	3.33%
Other, Please Specify	11	4.07%
Total	270	100%

Check all Departments or Programs in which you hold an appointment.

Department or Program	Count	Percent
Africana Studies	8	2.31%
American Studies	12	3.47%
Asian & Pacific Islander American Studies	2	0.58%
Anthropology	13	3.76%
Applied Science	1	0.29%
Art & Art History	9	2.60%
Biology	15	4.34%
Business	9	2.60%
Chemistry	6	1.73%
Classical Studies	10	2.89%
Computational & Applied Mathematics & Statistics	0	0.00%
Computer Science	4	1.16%
Economics	10	2.89%
Education	7	2.02%
English	25	7.23%
Environmental Science & Policy	6	1.73%
Film & Media Studies	7	2.02%
Gender, Sexuality & Women's Studies	6	1.73%
Geology	2	0.58%
Global Studies	12	3.47%
Government	22	6.36%
History	31	8.96%
International Relations	3	0.87%
Kinesiology & Health Science	8	2.31%
Linguistics	4	1.16%
Mathematics	3	0.87%

Medieval & Renaissance Studies	2	0.58%
Military Studies	0	0.00%
Modern Languages	28	8.09%
Music	8	2.31%
Neuroscience	8	2.31%
Philosophy	5	1.45%
Physics	6	1.73%
Psychological Sciences	6	1.73%
Public Policy	8	2.31%
Religious Studies	7	2.02%
Sociology	16	4.62%
Theater, Speech & Dance	4	1.16%
Other, Please Specify	13	3.76%
Total	346	100%

Check all Departments or Programs in which your courses are listed or cross-listed.

Department or Program	**Count**	**Percent**
Africana Studies	22	4.62%
American Studies	21	4.41%
Asian & Pacific Islander American Studies	7	1.47%
Anthropology	15	3.15%
Applied Science	2	0.42%
Art & Art History	13	2.73%
Biology	16	3.36%
Business	8	1.68%
Chemistry	6	1.26%
Classical Studies	8	1.68%
Computational & Applied Mathematics & Statistics	1	0.21%
Computer Science	4	0.84%
Economics	9	1.89%
Education	7	1.47%
English	25	5.25%
Environmental Science & Policy	22	4.62%
Film & Media Studies	12	2.52%
Gender, Sexuality & Women's Studies	30	6.30%
Geology	3	0.63%
Global Studies	26	5.46%
Government	20	4.20%
History	33	6.93%
International Relations	12	2.52%
Kinesiology & Health Science	11	2.31%

Linguistics	5	1.05%
Mathematics	0	0.00%
Medieval & Renaissance Studies	5	1.05%
Military Studies	0	0.00%
Modern Languages	22	4.62%
Music	7	1.47%
Neuroscience	7	1.47%
Philosophy	5	1.05%
Physics	6	1.26%
Psychological Sciences	6	1.26%
Public Policy	19	3.99%
Religious Studies	9	1.89%
Sociology	11	2.31%
Theater, Speech & Dance	5	1.05%
Other, Please Specify	36	7.56%
Total	476	100%

As you interpret the COLL 199 requirement, do you teach a course that you believe meets the COLL 199 requirements as you currently teach it? [*If respondent answered "yes" they were asked to upload syllabus and give #seats, whether it is a major requirement, etc]*

Answer	Count	Percent
Yes	119	46.67%
Not Sure*	40	15.69%
No**	96	37.65%
Total	255	100%

Are you willing to talk to the Committee about your experience teaching the course you believe meets 199 requirement? *[Asked of all 119 respondents answering yes to question above]*

Yes	96
No	7
N=103	

Do you think you could adapt one of your courses in a way that would meet the COLL 199 requirements? *[This question went to respondents who answered they were not sure* to the first question]*

	Count	**Percent**
Yes	30	75.00%
No	10	25.00%
Total	40	100%

- Of the 30 respondents saying they could adapt their course, 22 explained how they could revise the course to meet 199 requirements (see analysis of those open ended responses below)
- Of the 10 respondents who said they could not adapt their course to meet the 199 requirement, 9 explained why they did not think they could (see analysis of those open ended responses below)

Are you interested in developing a new course to teach the COLL 199? [*For those who answered "no"** to the first question—i.e. they do not teach a course that they believe meets the 199 requirements.]*

	Count	Percent
Yes	13	14.29%
No	78	85.71%
Total	91	100%

- 10 of the 13 respondents answering "yes" provided descriptions of the courses they would like to develop (see analysis of those open ended responses below)
- 63 of the 78 respondents answering "no" provided explanations as to why they did not want to develop COLL 199 courses—(see analysis of those open ended responses below)

As you interpret the COLL 199 requirement, do you teach another course that you believe meets the COLL 199 requirements as you currently teach it? *[This question went to respondents who answered yes or not sure to the first question about teaching a course meeting 199—so this would be* a second course.*]*

	Count	**Percent**
Yes	38	28.79%
Not Sure§	33	25.00%
No§§	61	46.21%
Total	132	100%

Do you think that you could adapt your (second) course in a way that would meet the COLL 199 requirements? *[For those answering not sure§ to question above]*

	Count	**Percent**
Yes	22	66.67%
No	11	33.33%
Total	33	100%

- 19 of the 22 respondents answering "yes" described how they could revise the course to meet 199 requirements (see analysis of those open ended responses below)
- 9 of the 11 respondents answering "no" provided explanations of why they could not adapt their course (see analysis of those open ended responses below)

As you interpret the COLL 199 requirement, do you teach another course that you believe meets the COLL 199 requirements as you currently teach it? *[This question went to respondents who answered yes or not sure to the first two questions about teaching a course meeting 199—so this would be* a third course.*]*

	Count	Percent
Yes	23	33.82%
Not Sure§	11	16.18%
No§§	34	50.00%
Total	68	100%

Do you think that you could adapt your (third) course in a way that would meet the COLL 199 requirements? *[For those answering not sure§ to question above]*

	Count	Percent
Yes	9	81.82%
No	2	18.18%
Total	11	100%

- 7 of the 9 responding yes described how they could adapt their third course—(see analysis of those open ended responses below)
- 1 of 2 respondents explained by they did not think they could adapt their third course—(see analysis of those open ended responses below)

Do you have doubts or concerns about teaching COLL 199? *[This question went to all respondents.]*

	Count	Percent
Yes	92	42.01%
No	127	57.99%
Total	219	100%

- 83 of 92 answering yes provided explanations of their doubts or concerns (see analysis of those open ended responses below)

Which of the following resources do you think would be useful in helping you develop new courses, and/or adapt current ones to meet the COLL 199 requirement? [*Respondents were asked to check all of the resources they thought would be helpful, so there are multiple responses for many respondents*].

Answer	Count	Percent

Faculty-led single-day or afternoon workshops on teaching about social inclusion and exclusion, or difference and inequality in a required course	98	14.83%
Faculty-led May seminar (multi-day) workshops	82	12.41%
Support for faculty participation in off-campus seminars/workshops	59	8.93%
Visits to campus by consultants/experts on teaching concepts of difference, social justice, race, and other related topics	72	10.89%
Leadership from your Department or Program	43	6.51%
Leadership from the Administration	46	6.96%
Course Development Funds	106	16.04%
Course release to provide time for course development	96	14.52%
None	34	5.14%
Other Suggestions*	25	3.78%
Total	661	100%

Open-Ended Question Coding & Analysis:

In addition to many of the survey questions for which we provided "closed" options (respondents were to check one, or a series, of boxes), we also asked some open-ended questions. For those questions, we developed a series of categories into which the most common answers fell. We discuss the results of those open-ended questions below. In several cases, a single respondent's answer to a particular question fell into more than one of our coding categories. When that occurred, we coded the response into each of the appropriate categories.

Teaching a Course:
As you interpret the COLL 199 requirement, do you teach a course that you believe **meets** the COLL 199 requirements as you currently teach it?

Response	**Count**	**Percent**
Yes	119	46.67%
Not sure	40	15.69%
No	96	37.65%
Total	255	100%

255 people answered question about course **meeting** 199 requirement.

119/255 said yes to **A** course—47%
38/132 said yes to a **second** course—29%
23/68 said yes to a **third** course—34%

Total courses 119 (47%) of respondents could teach—180 courses

Adapting a Course:
Respondents indicating they were **not sure** whether their course met 199 requirement were asked if they could adapt a course/a second course/a third course.

40 people [of 255, or 16% of respondents] said they weren't sure about whether their course met 199.
30/40 said the could **adapt** the course—75%
10/40 said they **could not** adapt the course—25%

33 people said they weren't sure whether a second course met 199
22/33 said they could **adapt a second** course—67%
11/33 said they **could not** adapt a second course—33%

11 people said they weren't sure whether a third course met 199
9/11 said they could **adapt a third** course—82%
2/11 said they **could not** adapt a third course—18%

52 responses indicating how a course **could be adapted** :

Need to develop connections to the contemporary US	Need to add more of a 199-focus (already have some)	*Other
11	33	8

*Need training and decrease class size

19 responses indicating why a course **could not be** adapted :

Contemporary US requirement	Disconnect between course content and COLL 199 goals	Anxiety about qualifications and support	Adding additional requirement to COLL courses is too much	*Other
8	4	1	2	4

*There is not enough dialogue in the course

Total courses 30 respondents thought they could adapt to meet 199—61 courses

Developing a New Course:
96 [of 255, or 38% of respondents] said they did not teach a course they thought might meet the 199 requirements.
13/96 said they would be interested in developing a new course to teach the COLL 199—7%

Of 13 respondents who were interested in developing a new course, 5 were from Area 1 (and estimated 90 seats), 7 were from Area 2 (and estimated 144 seats), and 1 was from Area 3 (20-25 seats).

13 respondents expressed interest in developing a new course for a total of 254-259 seats

Not Interested in Developing a New Course:
Of 78 respondents indicating they did **not want to develop a new course**, 63 provided explanations (for a total of 64 reasons)

Those not interested in developing a new course:

Disconnect between course content & COLL 199 goals	Contemporary US Requirement	Anxiety about qualifications and support	Already overcommitted to other COLL courses	Other
16*	9	25**	10	4

*Responses in this category were predominantly natural sciences, math, computational sciences
**Overwhelmingly asserted they were not expert

Doubts or Concerns about Teaching COLL 199:
219 respondents answered the question as to whether they had **doubts or concerns about teaching COLL 199**

92/219 indicated "doubts or concerns"—42%
127/219 indicated they did not have "doubts or concerns"—58%

Source of doubts or concerns:*

Anxiety about qualifications and support	Meeting the criteria for a COLL course	Contemporary US requirement	Heavy burden on social sciences/ humanities	Academic curriculum is not the right place to do this work	Other
47	15	11	3	2	17

* If a single respondent made a comment that fell into multiple categories, it was coded as an occurrence in each

Prominent "Other" concerns

- Changing the dynamics in a course as a result of requiring it
  - Harm to minority and underrepresented students
  - Changing a previously "safe" space to one that could be divisive and harmful
- We are already trying to do too much and this cannot be done on the cheap
- Effects on faculty

    - If a faculty member's courses meet the requirement, they will be expected to constantly teach it and senior colleagues will not develop their own
    - NTE faculty in particular were concerned about how teaching these courses might negatively impact course evaluations and thus job security
- This is going to result in W&M being labeled PC and seen as trying to indoctrinate students
- Rather than one 3-credit course, it would be better to require a total of 3-credits w/ a 199 attribute—doesn't put so much weight on one course
- Several responses from natural science faculty saying this is not what their courses do and they cannot do this

Resources Needed for Faculty Development:
661 responses to resources faculty thought would be helpful in developing and/or adapting COLL 199 courses (this box also appears above, but here we describe the 25 "other" responses):

Answer	Count	Percent
Faculty-led single-day or afternoon workshops on teaching about social inclusion and exclusion, or difference and inequality in a required course	98	14.83%
Faculty-led May seminar (multi-day) workshops	82	12.41%
Support for faculty participation in off-campus seminars/workshops	59	8.93%
Visits to campus by consultants/experts on teaching concepts of difference, social justice, race, and other related topics	72	10.89%
Leadership from your Department or Program	43	6.51%
Leadership from the Administration	46	6.96%
Course Development Funds	106	16.04%
Course release to provide time for course development	96	14.52%
None	34	5.14%
Other Suggestions*	25	3.78%
Total	661	100%

*Of the 661 responses, 25 were open-ended suggestions:

Concerns that adequate resources must be provided and will not be	Need for consistent and ongoing training on campus (beyond what is currently offered)*	Discipline-specific training	Other**
4	8	4	12

*There is significant concern that "consistent and ongoing training" with appropriate resources will not be forthcoming
**Prominent "Other" responses:

- Several respondents indicated that we needed many resources
    - Need course buy-outs to develop courses
    - Departments need funding to buy out faculty teaching these courses
    - Several mention concerns that these resources are crucial and they are unlikely to be forthcoming.
- Need visionary leadership from Administration, Departments & Programs

Syllabus Assessment Rubric

Course Name:				
Department:				
Semester/Year Offered:				
Number of Credits:				
Other COLL Attributes:				
Class Size:				
COLL 199 Attribute (per instructor)	Meets		Adapts to Meet	
Course examines social norms, institutional practices, and/or patterns of belonging and marginalization?	Yes	No	Maybe	
Course does so by exploring at least two key social categories	Yes	No	Maybe	
Which of the following categories does the course examine?	Race	Gender	Ethnicity	Sexual Orientation
	Socioeconomic Status	Language	Religion	Disability
	Other:			
Dialogue among students is an integral part of the course.	Yes	No	Maybe	
Course requires students to make connections between course material and contemporary life in U.S.	Yes	No	Maybe	
If yes, how significant or sustained are those connections?	Central to course content throughout		Evident in 1-2 weeks' content	
	Evident in 3-4 weeks' content		Evident in more than four weeks' content	
	One writing or reading assignment		Two or more writing or reading assignments	