

MEMORANDUM

Date: November 15, 2000

To: Department & Program Chairs and College Curriculum Committee Chairs

From: Michael Eldridge (English), for the UCC Subcommittee on Diversity and Common Ground (Sally Botzler, Education; Susan Edinger-Marshall, NRPI; Brady Molter, Associated Students)

Re: Revised Diversity and Common Ground Guidelines and Course Certification

Dear Colleagues:

I'm writing as convener of the University Curriculum Committee's new standing subcommittee on Diversity and Common Ground to pass along some critical information and to solicit your help. As you may know, this past Spring, at the recommendation of the UCC, the Academic Senate passed (and President McCrone approved) new guidelines governing Diversity and Common Ground courses at HSU. These guidelines, which are intended to ensure that DCG courses are on the whole more focused, more intellectually rigorous, and more consistent across the colleges, went into effect at the start of this semester. (The relevant Senate resolution is attached, along with the UCC memorandum from which the resolution was extracted. This memorandum is intended both to amplify and clarify the intent of the resolution. Both documents, along with other background material and the most recent Program Review for DCG, may also be viewed online at <http://www.humboldt.edu/~ugst/dcg/DCG.html>.)

The new policy provides for a three-year process for "recertifying" existing courses (see attached list). In practice this means that any course which has not been successfully reviewed by the end of Spring Semester 2003 will lose its DCG status. To avoid a crush at the end of this period, then, we request that sponsors of current courses review the new guidelines, revise their courses accordingly (if necessary), and submit them for **recertification** as soon as possible. A proposal form is attached, and we will gladly answer your questions and provide advice and support as best we can.

While the most recent program review found classes in all colleges which would meet the new guidelines with little or no alteration, it found many others which will undoubtedly require substantial reconceptualization. Courses whose analysis of diversity is not grounded in some aspect of human culture are not appropriate, nor are courses whose primary practical goal is to instill competence in a foreign language. Likewise, courses in which issues of human diversity are not a primary topic of analysis—which incorporate only a few lectures, discussions or reading assignments touching upon the contribution of women or ethnic minorities to the subject-matter of the course, for example—address the DCG requirement only tangentially, at best.

The first matter on which we would appreciate your help involves expanding the membership of our standing subcommittee in accordance with **Senate Resolution #13-99/00-EX**, which specifies that in addition to four members from the UCC, the subcommittee should include three additional (voting) members representing each of the colleges—preferably faculty with some special interest or expertise in this area. We'd be grateful if you could suggest several individuals who might be willing to serve in such a capacity. (Though the workload of the committee will depend upon various factors, at its heaviest it may require a commitment of several hours per week.) If you know of others who would be interested in serving in a non-voting advisory role, we would also welcome their participation. Please forward your suggestions to us (by e-mail or campus mail) by December 15th.

We've set our sights on assembling such a large and wide-ranging committee because, while our primary charge is to review and certify (or reject) new and existing DCG courses, we think of ourselves as more fundamentally concerned with facilitating the development of strong DCG courses in all the colleges. To that end, we would like to

- C identify teachers of outstanding courses who might be willing to act as advisors and mentors to colleagues designing new courses or revising old ones,
- C collect syllabi from exemplary courses in a wide range of disciplines which could serve as models for faculty imagining new courses or revamping old ones, and
- C inform the university community of Vice President Stokes's pledge to devote \$5000 in each of the next three years to faculty and curricular development in the teaching of Diversity and Common Ground.

We would greatly appreciate your immediate help in the first two endeavors. With regard to the third: we will issue a formal call for proposals within the next few weeks, but please do notify us without delay if you or someone you know may already have a compelling idea for making productive use of these funds (on-campus workshops, outside speakers, attendance at conferences, etc.), so that we can begin a file of potential applicants.

One final note, which reiterates part of the attached Senate resolution, but bears repeating: in the most recent program review, it emerged that fully two-thirds of faculty members teaching DCG courses who responded to our questionnaires had received no orientation or guidance from any source concerning the nature and demands of the DCG requirement. The same proportion of faculty conveyed no information to students concerning the DCG status of their course. (For their part, students also often had no idea that the course in which they were enrolled could be used to fulfill the DCG requirement—let alone what that requirement entailed.) Obviously, as with other aspects of a liberal arts education, the success of this curricular initiative depends upon a shared sense of purpose and a broad-based commitment to educational integrity. With that in mind, we ask that you

- C review the attached guidelines with all faculty in your department assigned to teach DCG courses—especially new faculty, or those assigned to such a course for the first time, and
- C ensure that course aims with respect to DCG are clearly stated in class and/or on the syllabus.

Please feel free to contact us with your thoughts and questions:

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Susan Edinger-Marshall	x4064	sem11@humboldt.edu
Michael Eldridge	x5906	me2@humboldt.edu
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Attachments (4)

cc: Multi-Cultural Center, ITEPP, INRSEP, College Deans, Vice President for Academic Affairs Charlotte Stokes

DCG Course Proposal Form

Instructor: _____ Department: _____

Instructor's phone: _____ Instructor's e-mail: _____

Course Designator, Number and Title: _____

Cross-listed with: _____

Prerequisite(s) or corequisite(s): _____

This course may be also used to satisfy (check all that currently apply):

____ Major requirement ____ Minor requirement ____ General Education requirement (Area ____)

New or existing course? _____

If new, has it been offered on an experimental or temporary basis? (Provide details.) _____

If the course is offered by more than one instructor, please describe the method of consultation among instructors to ensure similarity or uniformity of course goals:

Frequency offered (actual or projected): _____

Enrollment (typical or projected): _____

Is the scope of this course limited primarily to the United States, or does it adopt an international or transnational approach?

Senate Resolution #13-99/00-EX lists sample educational objectives for three complementary, overlapping models of "diversity" pedagogy currently in practice around the country. Please explain (in no more than two pages, attached to this form) either how your course is organized around aims typical of one these models or how it takes an integrative approach incorporating aims typical of more than one such model. (The UCC Memorandum accompanying Senate Resolution #13-99/00-EX specifies that DCG courses need not address these sample objectives literally or individually, but should clearly be in the same spirit.)

Please provide *for each instructor of the course* a sample syllabus, reading list, and any other pertinent documentation (student work, assignment sheets, web URLs, etc.) which would give a fuller picture of the nature of your course with respect to DCG.