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Aligning the Diversity Requirement in General Education with a broader institutional DEI agenda

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Recommended Citation

WELCOME!

Reimagining Higher Education and Aligning General Education Diversity Learning Outcomes with Institutional DEI Priorities

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- **Jeffrey Hole, Director of Pacific Humanities Scholars**

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WELCOME!

Quick Participant Survey:

- **Point browser to: https://pollev.com/pacificge**

(or just go to pollev.com and then enter pacificge)

- **Text PACIFICGE to 22333 to join the session, then respond.**

Does your school have an undergraduate diversity requirement, and if so, how many courses?

No.

Yes, one course.

Yes, two or more courses.

Are you currently revising or creating your diversity requirement?

No.

Not now, but we plan to do so soon.

Yes.

If you are creating or revising your diversity requirement, how aligned is your work with other university diversity efforts?

Not at all aligned

Somewhat aligned

Moderately aligned

Extremely well aligned

What are the benefits of a diversity requirement?

Motivations for Change

- **Cultural moment (Black Lives Matter, etc.)**
- **Board of Regents' statement**
- **Vice President for DEI, Dr. Mary Wardell-Ghirarduzzi (VP-DEI)**
- **UCDEI work**
- **ASuop resolutions**
- **General Education (GE) revision**
- **Student complaints**

University-wide Framework: (VP-DEI)

1. **Building community**
2. **Creating a shared vision**
3. **Planning & implementation**

GE goal:

Revise the learning outcomes for the Diversity Requirement

Team goal at this institute:

Develop an anti-racism plan for Pacific

Question (work in progress):

How to align this GE work with other initiatives around the university?

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The role of UCDEI in Pacific GE Learning Outcomes Alignment Project

1. **Leveraging Pacific DEI Campaigning (DEI Dialogue, DEI Challenge)**

2. **The role of UCDEI in working with GE committee**

3. **University-wide conversations about potential DEI Intercultural Communication Learning Outcomes**

4. **Anti-racism Framework drives Pacific Efforts in GE Learning Outcomes**
    a. Students efforts
    b. Faculty efforts
    c. Team efforts

5. **Opportunities and New Challenges**

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The Student Perspective

- **Student Advocacy Efforts: Student-Driven Institutional Change at Pacific**
  - New York Times Senate Committee → All Pacific students can access a free NYT subscription through their university email
  - Student Government Diversity, Equity, Inclusion Department and Officer(s)
  - Senate Resolutions on Ethnic Studies and Cultural Competency
    - Demands for more accessible, frequent, and mandated ethnic studies courses in alignment with Assembly Bill 1460/CSU system
    - Cultural competency as a *CORE* competency
- **What does this speak to? The limits of an awareness-oriented diversity model**

The Student Perspective (cont.)

- **Passive vs. Active Knowledge: How can institutions mobilize meaningful change?**
  - The reality is oppressed peoples in the U.S. have been "raising awareness" since the nation's inception
    - Move from consuming knowledge about lived experience to acting on it
  - Pacific's current General Education Diversity Requirement has multicultural-awareness-focused learning outcomes
    - Paradigm shift towards social justice + critical consciousness
      - Centering systemic, structural, and historical forces of marginalization and privilege
      - Normalizing an anti-racist vocabulary

The Revision Process: Key Questions

- ○ **What is the current framework of the diversity learning outcomes?**

- ○ **What is the framework we want to transition towards?**

- ○ **What are other institutions doing?**

  - ■ **What are they doing well? How can we incorporate this?**

- ○ **Who are the immediate stakeholders that these new learning outcomes will affect? How do we solicit and implement their feedback?**
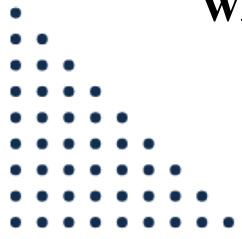
The Revision Process: Timeline & Logistics

- **Working Group (Students and faculty, GE director, VP-DEI, Fall 2021)**

- **Recall institutional work of 2009-2010 to introduce diversity requirement at Pacific, and recognize an evolved DEI landscape today**

- **Draft of new learning outcomes with focus shifted from multicultural awareness to awareness of systemic discrimination & importance of creating inclusive environments (Spring 2022)**

- **Share draft with stakeholders for feedback (current stage)**

- **Make recommendations to GE Committee (Fall 2022)**

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- **Building community**

- **Creating a shared vision**

- **Planning & implementation**

Meta-view:

Our proposed GE revision reflects a cultural shift from diversity awareness to dismantling systemic oppression more broadly.

Goal of this institute: morHow do we do this in higher education? How do we incorporate this e broadly into our view of GE, liberal arts and sciences, STEM, career preparation, etc.?

Our Strengths:

- **Exceptionally Diverse**
- **Reputation for Professional Programs**

The Value of . . .

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The Value of . . .

Diversity, Equity, Inclusion

———

Humanities and Liberal Arts

Paradigm Shift

The end of "soft skills"

Experience education as something more than a series of transactions, boxes to be checked

Paradigm Shift

New Nomenclatures:

Integral, Essential, Existential

Liberal Learning & Humanistic Education

- *Integral* to Diversity, Equity, and Inclusion
- *Essential* to shaping anti-racist minds and institutions
- *Essential* to our students' <u>success</u>
- *Existential* for the future of the planet

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A New Path for the Humanities and Liberal Arts at Pacific

1. Name the Journey

2. Establish an Architecture that Supports Continuous Innovation and Imagination

3. Bridge Professionalization with the best of the Humanities to develop Students' Critical Consciousness of Diversity, Equity, and Inclusion– preparing them for a world of contingency, uncertainty, and precarity, but also possibility and opportunity.

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Breakout Rooms:

- **Introduce yourself to others in your room.**
- **Think about ways to align your DEI work to other DEI efforts going on on your campuses and in your communities (local, state, country).**
- **We will return and share out.**

- **Building community**

- **Creating a shared vision**

- **Planning & implementation**

Thanks for your participation!