

## **EPC Report on Enhanced Diversity Requirements within GenEd**

One of the *Shared Goals* within General Education (BFC Circular B16-2011) focuses on *Diversity in the U.S.* as articulated by BFC Circular B39-1990. BFC Resolution B39-2016 (amended and adopted 04/05/16) charged the EPC with exploring the addition of enhanced diversity requirements to the General Education requirements. This report describes the outcomes from the EPC exploration.

The Office of the VPUE conducted a survey during fall semester 2016 to ascertain how the Schools and the College were fulfilling the GenEd *Shared Goal* on *Diversity in the U.S.* The responses revealed a variety of approaches to meeting the requirement, ranging from completion of: (i) one or more specified courses or approved courses, (ii) components integrated in several courses, or (iii) no requirement whatsoever. These stark differences in the requirement were consistent with conversations with IUSA representatives.

The EPC concluded that the aims of the *Shared Goal* on *Diversity in the U.S.* was not being met within the degree requirements of some campus units, meriting evaluation of options to ensure adherence to the spirit of the policy. A joint EPC/GEC joint taskforce on diversity, chaired by Professor Jonathan Michaelsen, was therefore convened to take a fresh look at how to approach diversity and find ways to better serve our students in this critical area.

The EPC/GEC joint taskforce submitted a Diversity Taskforce Report, which was endorsed by the GEC following its March 31 meeting and discussed by the EPC at its April 7 meeting.

Following discussion of the report the EPC recommends the following Policy change:

The faculty of each undergraduate degree-granting unit *must* adopt a degree requirement appropriate to their curriculum that addresses issues of diversity in the United States. Adoption of a requirement that has a focus on the issues of diversity and cultural, racial, ethnic, class, age, ability, sexual orientation, religious, and gender discrimination within the context of the United States would be especially useful in achieving the objectives of enhanced understanding of diversity.

In addition, the EPC proposes the following BFC resolution:

Be it resolved that:

- the BFC hereby recommends that the Provost appoint a GEC diversity subcommittee, with broad representation from all campus Schools and the College and including representatives from the BFC EPC, the DAAC and the student body.
- the GEC diversity subcommittee be charged to accomplish four objectives during fall semester 2017:
  1. Specify learning outcomes for the GenEd Shared Goal of *Diversity in the U.S.*
  2. Evaluate how the combination of (i) an academic requirement and (ii) co-curricular requirement can accomplish these learning outcomes.
  3. Identify ways to include the co-curricular diversity requirement as part of the first-year experience.
  4. Provide a report to the BFC EPC and DAAC, and the GEC with recommendations for enacting these goals.
- the GEC diversity subcommittee be charged subsequently to:
  1. Approve proposals for courses, program components, or activities that meet the diversity requirements, and assist with the process of their development.
  2. Determine how co-curricular diversity activities can be recorded, assessed and tracked.

Excerpts from BFC Circular B16-2011 (rev. April 20, 2012)

## **Undergraduate Education and General Education at Indiana University Bloomington**

### **Shared Goals**

#### **Components Recommended within the Context of Each Degree**

Each degree program should be designed in such a way that students are provided opportunities to experience these additional aspects of an undergraduate education.

#### ***C. Diversity in the United States***

As approved by the Bloomington Faculty Council (Circular B39-1990), the faculty of each undergraduate degree-granting unit shall adopt a degree requirement appropriate to their curriculum that addresses issues of diversity in the United States. Adoption of a requirement that has a focus on the issues of diversity and cultural, racial, ethnic, class, age, ability, sexual orientation, religious, and gender discrimination within the context of the United States would be especially useful in achieving the objectives of enhanced understanding of diversity.

### **The General Education Committee and Campus Charge**

4. The General Education Committee is charged with:
  - c. developing assessment metrics for ongoing evaluation of the Common Ground and the Shared Goals.