

Florida Atlantic University
Diversity, Equity, and Inclusion Across the Curriculum

Diversity, equity, and inclusion are part of the very fabric that gives purpose to Florida Atlantic University as an institution of higher learning. FAU is the most diverse university in the state of Florida in terms of the diversity of its student body, and it lies in the heart of one of the most diverse areas of the country. At the same time, marginalized groups, both at FAU and around the country, continue to struggle for a voice, respect, and equality.

The purpose of the Diversity, Equity, and Inclusion Across the Curriculum program is to expose FAU students to the multiple voices existing within American society and for students to acquire a better understanding of their own identity, especially as it relates to the identities of other Americans. Rather than achieving this objective through a single course, the Diversity, Equity, and Inclusion Across the Curriculum program seeks to weave related topics through a broad range of coursework both at the upper-division and lower-division levels.

1. **Diversity, Equity, and Inclusion in the Intellectual Foundations Program (IFP)**
Diversity, equity, and inclusion are not issues confined to a limited number of courses, such as sociology or history, but should be a part of many courses in the IFP, whether it be the Life Sciences, Math for the Liberal Arts, or General Chemistry. Diversity, equity, and inclusion will become an important goal of the IFP. (See Appendix A for the recommended change.) The Core Curriculum Committee will need to begin curricular mapping to determine where issues relating to diversity, equity, and inclusion exist in current coursework and where gaps may lie. Faculty will be encouraged to identify ways to incorporate these issues into their IFP classes, as well as to develop new courses for inclusion in the IFP.

2. **Diversity, Equity, and Inclusion at the Program Level**
Diversity, equity, and inclusion will be an integral component of every program's Academic Learning Compact. (See Appendix B for the recommended change.) Faculty in every program will be asked to discuss among themselves how to incorporate diversity, equity, and inclusion into the curriculum. Some programs may wish to rework existing courses by adding modules relating to diversity, equity, and inclusion; some may wish to develop new courses. The objective should be to create something meaningful and long lasting. Programs would have to report on this learning objective in their annual assessment.

APPENDIX A

Intellectual Foundations Program: FAU's General Education Curriculum

FAU believes that higher education should go well beyond the preparation of individuals for demanding careers in their chosen fields. It should also provide broad intellectual enrichment through systematic exposure to a diversity of academic experiences. The purpose of the general education curriculum in this endeavor is to develop the intellectual skills, habits of thought, ethical values, and love of learning that transcend the choice of major. These are the hallmarks of educated men and women capable of meeting effectively the social, political, and economic challenges of contemporary life. Perhaps at no other time in history has a well-rounded, inquiring intellect been more important and useful than in the world of rapid technological change and ever increasing globalization in which we now live. Thus, the mission of a comprehensive university education is to produce graduates who can intelligently analyze information, appreciate diverse peoples and ideas, and adapt to change through the self-motivated acquisition of new knowledge.

Consequently, the FAU general education curriculum is a carefully devised program that draws on many subject areas to provide and reinforce essential skills and values from different points of view. It equips students with the academic tools they will need to succeed, not only as undergraduates in their degree programs but also as responsible citizens in a complex world. The courses that comprise the FAU general education curriculum combine to develop:

1. Substantive knowledge and/or skills in a breadth of foundation areas
2. The ability to think critically;
3. The ability to communicate effectively;
4. A critical understanding of issues relating to diversity, equity, and inclusion in U.S. society.

Students are invited to select from a number of courses, all at the lower-division level, in completing their general education requirements. All of the courses contribute to meeting the overall goals of the general education curriculum, thereby allowing flexibility in making individual choices. Students must complete a minimum of thirty-six credit hours of general education coursework, distributed as indicated in the six categories below.

Students who enter FAU without an Associate of Arts degree from a Florida State School must fulfill the University's general education curriculum requirements, as described below. A course may be used to simultaneously satisfy a general education curriculum requirement and a requirement of the student's major program. All course selections should be made in consultation with an advisor.

APPENDIX B

GENERAL INFORMATION AND DEFINITIONS



Academic Learning Compact

Florida Atlantic University has developed Academic Learning Compacts for each of its baccalaureate degree programs. Academic Learning Compacts identify (a) content/discipline knowledge and skills, (b) communication skills, (c) critical thinking, and (d) diversity, equity, and inclusion skills students in that program are expected to demonstrate prior to graduation and the methods by which students will be assessed on these skills. Students may obtain print copies of Academic Learning Compacts for each baccalaureate degree program by contacting the appropriate program or department.

- A. **CONTENT/DISCIPLINE KNOWLEDGE AND SKILLS.** Academic Learning Compacts for each baccalaureate degree program will include at least two of the following three subcategories of content/discipline knowledge and skills.

Declarative knowledge: Students will demonstrate knowledge of the vocabulary, history, theories or concepts specific to the discipline and appropriate for the awarding of a baccalaureate degree. Skills related to declarative knowledge are usually assessed via in-class or standardized tests, typically in an objective (multiple-choice; short answer) format.

Research skills: Students will demonstrate knowledge of the procedures involved in discipline-specific research (e.g., idea generation, literature review, data collection, reporting) appropriate for the awarding of a baccalaureate degree. These skills are usually assessed via a research report, research project, or thesis.

Technical skills: Student will demonstrate technical skills related to the discipline (e.g., preparation of a business report or lesson plan, mastery of a musical instrument, fluency in a foreign language, use of statistical software) appropriate for the awarding of a baccalaureate degree. These skills are usually assessed via an in-class project (e.g., case study, paper), observation (e.g., juried performance), or portfolio.

- B. **COMMUNICATION SKILLS.** Academic Learning Compacts for each baccalaureate degree program will include at least two of the following four subcategories of communication skills.

Written communication: Students will produce writing that is grammatically correct, well-organized, and properly formatted for the purpose of the assignment and the discipline at a level appropriate for the awarding of a baccalaureate degree. These skills are usually assessed via individual paper assignments or essays where instructors assess the quality of written expression.

Oral communication: Students will prepare and deliver informative and/or persuasive oral presentations that attend to the audience and are well-organized at a level appropriate for the awarding of a baccalaureate degree. These skills are usually assessed via individual oral presentations in a classroom setting, although sometimes instructors and/or supervisors may assess oral communication across time (e.g., during classroom discussions or at an internship site).

Other forms of communication: Students will prepare and present information or persuasive material using media that may or may not include written or oral communication (e.g., a musical performance, theatrical performance, or art exhibit; a visual, audiovisual, or graphical product) at a level appropriate for the awarding of a baccalaureate degree. These skills are usually assessed via classroom projects, juried performances, or portfolios.

Team/Collaborative communication: Students will demonstrate team-oriented, collaborative skills in which they contribute to group products at a level appropriate for the awarding of a baccalaureate degree. These skills are usually assessed via group papers or presentations and may involve peer- assessment (e.g., group members assess each other), assessment by audience members (e.g., an instructor, supervisor, or peer), or both.

C. **CRITICAL THINKING SKILLS.** Academic Learning Compacts for each baccalaureate degree program will include at least one of the following three subcategories of critical thinking skills.

Analytical skills: Students will analyze, evaluate, compare/contrast or judge discipline-specific theories, issues, events, or other content at a level appropriate for the awarding of a baccalaureate degree. These skills are usually assessed through examining the quality of argument in a student essay, oral presentation, or formal report.

Creative skills: Students will create a product by synthesizing knowledge from a discipline (e.g., create a new piece of art, interpret a piece of music in a personal and appropriate way, develop a new theory or research proposal) at a level appropriate for the awarding of a baccalaureate degree. These skills are usually assessed by an instructor or supervisor examining a student product for the quality of its synthesis of current knowledge into a new product.

Practical skills: Students will put into practice their knowledge and skills within a discipline (e.g., developing a business proposal or lesson plan, writing a grant) at a level appropriate for the awarding of a baccalaureate degree. These skills are assessed ideally by examining an authentic product the student employs in an appropriate setting (e.g., a student teacher delivering a

lesson, an intern proposing a plan to a supervisor); they may also be assessed via in-class projects in which students propose practical solutions based on their understanding of the discipline (e.g., case study analysis).

D. DIVERSITY, EQUITY, and INCLUSION. Academic Learning Compacts for each baccalaureate degree program will include at least two of the three following subcategories of diversity, equity, and inclusion knowledge.

Perspective taking: Students will demonstrate, evaluate, and reassess their openness to diverse others by learning how to navigate the ambiguity and complexity of analyzing multiple perspectives at a level appropriate for the awarding of a baccalaureate degree. These skills are usually assessed via individual oral presentations in a classroom setting, although sometimes instructors and/or supervisors may assess oral communication across time (e.g., during classroom discussions or at an internship site).

Cultural knowledge and self-awareness: Students will describe various elements inherent to one's own culture and other cultures: history, values, politics, communication styles, economy, beliefs, practices; interpret phenomena within a cultural context, recognize and critically reflect upon one's own cultural biases; and interrogate structures of power and institutions from the standpoint of cultural inheritance at a level appropriate for the awarding of a baccalaureate degree. These skills are usually assessed through examining the quality of argument in a student essay, oral presentation, or formal report.

Personal and social responsibility: Students will actively pursue local and global civic knowledge and engagement, intercultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning at a level appropriate for the awarding of a baccalaureate degree. These skills are assessed ideally by examining an authentic product the student employs in an appropriate setting (e.g., a student teacher delivering a lesson, an intern proposing a plan to a supervisor); they may also be assessed via in-class projects in which students propose practical solutions based on their understanding of the discipline (e.g., case study analysis).

Approved by:

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Date:

11-9-20

11-16-20

11-16-20
