

Diversity Requirement Task Force

Midterm Report - June 2019

PURPOSE:

To make recommendations to the Senate regarding adding a diversity requirement to the local Associate Degree, per the recommendation of the Social Justice Studies Task Force that was put forward at the March 21, 2019, full Senate meeting and per the Title 5 (CCR §55063) diversity requirement.

More specifically the task force will:

1. Make a recommendation regarding whether a diversity requirement should be added to the local Associate Degree.
2. Make a recommendation regarding the language of the diversity requirement.
3. Make a recommendation regarding how the diversity requirement will align with the current general education curriculum.
4. Make a recommendation for the criteria that will be used to determine whether an individual course is eligible to count towards meeting a diversity requirement.
5. Make a recommendation for how classes will be reviewed and selected for meeting the criteria established in recommendation 4.

MEMBERSHIP:

Shiloh Blacksher (Co-Chair, Psychology), Karla Hernandez-Magallon (Co-Chair, Sociology), Solene Alghannam (World Languages), Gina DePaola (English), Laura Jacob (ESL), Doug Mullane (English), John Norvell (Anthropology), Mica Stewart (Sociology)

MEETINGS:

The task force has met twice during spring 2019: on May 20th and June 3rd. The team has also shared electronic documents and exchanged email messages. The team plans to meet as needed during fall 2019 to complete recommendations.

BACKGROUND:

The Diversity Task Force was created at the bequest of the Social Justice Studies (SJS) Task Force. The SJS Task Force was created in 2016 to develop an AA-T in SJS and to determine where SJS would be housed.

Title 5 states, "(2) Ethnic Studies will be offered in at least one of the areas required by subdivision (1)." Subdivision (1) outlines the general education (GE). See Title 5 CCR §55063 Minimum Requirements for the Associate Degree, under the General Education Requirements. With the recent passage of AB 2016, the Social Justice Studies Task Force recommended that how "Ethnic Studies" is met for the Associate Degree be strengthened. This new Diversity Requirement Task Force will look into the graduation requirements and adding a diversity requirement.

Based on this Title 5 requirement for a diversity component to the GE curriculum, it is possible that Mt. SAC is out of compliance by not having a specific requirement that is a part of local Associates Degrees. It may be the case that many students are already selecting classes from the GE curriculum that satisfy a diversity requirement, however, this is not a guarantee. Thus, specific language that makes this

requirement clear is necessary. The state however, is vague on what is meant by a “diversity requirement,” and thus President Scroggins wants the faculty to define it for ourselves.

INFORMATIONAL FINDINGS:

Mt. SAC places great emphasis on inclusivity and diversity. This is evident across many domains including, but not limited to, the College’s mission statement, hiring practices, faculty training, and support services provided to students. However, when it comes to the curriculum requirements for students, there is no specific language that emphasizes this value.

The task force unanimously agreed that to align the graduation requirements with the core values of the College, students should meet a diversity requirement to graduate with a local Associate Degree.

The task force began by researching what other colleges are doing. We researched UCs, CSUs, community colleges, and colleges out-of-state to determine what (if any) diversity requirement existed. If a requirement existed, we documented the language of the requirement and what courses satisfied the requirement.

- UCs
 - All UCs have some type of diversity requirement.
 - Some colleges define diversity broadly and others limit the course selections to those that focus on race and ethnicity.
 - Typically the requirement is satisfied with one course.
- CSUs
 - Most CSUs have a diversity requirement.
 - Some colleges require that upper division courses are used to satisfy the requirement.
 - Typically the requirement is satisfied with one course, but in some cases it was two.
 - Again, some colleges define diversity broadly and others limit the course selections to those that focus on race and ethnicity.
- Community Colleges
 - Many CCs had diversity requirements, but several of those sampled did not.
 - Labeling for the diversity requirement used other terms in addition to diversity, such as, multicultural, cross-cultural, gender studies, and/or ethnic studies requirement.
 - The requirement was always satisfied with one course.
 - Almost all colleges incorporated the requirement into the GE requirements for local AA or AS degrees. However, a few colleges had the requirement listed as a separate graduation requirement for all degrees including AA-T degrees.
 - Most colleges allowed students to double-count a course that satisfied the diversity requirement, such that the course could fulfill a subject-requirement in one other GE area. The units however, still counted once.
- Out-of-State Colleges
 - Few colleges sampled had a diversity requirement.

The task force also researched how, if at all, the Chancellor's Office and the Academic Senate for California Community College (ASCCC) define "diversity" and "diversity requirement." ---- *Michelle was looking into this, but was unable to attend the last meeting and disseminate her findings.*

WORKING RECOMMENDATIONS:

1. *Make a recommendation regarding whether a diversity requirement should be added to the local Associate Degree.*

Formally add a diversity requirement to the local Associate Degree.

- Diversity courses are intended to prepare students for an increasingly diverse and interdependent campus and the world that they live in and will lead.
- By taking courses that emphasize diversity students can place their own experiences in relevant analytical frameworks through attention to the relationship of diverse cultures to each other, and they gain emotional maturity and resilience by understanding themselves in the world.
- Mt. SAC's mission statement and core values emphasize diversity. Having a diversity requirement would align the required curriculum with these values.
- A diversity requirement is stipulated by Title 5 CCR §55063 Minimum Requirements for the Associate Degree, under the General Education Requirements.

2. *Make a recommendation regarding the language of the diversity requirement.*

The recommended language for the diversity requirement is as follows:

- Educated people celebrate and value cultural diversity. The ethnic studies/cultural diversity graduation requirement of one 3-unit course at Mt. San Antonio College demonstrates the commitment to include in the education of students the knowledge of the ever-changing diversity of our country. With the fulfillment of this requirement, students have the opportunity to see themselves and others in the mutually supportive relationship basic to the survival and prosperity of all of us.

3. *Make a recommendation regarding how the diversity requirement will align with the current general education curriculum.*

- The diversity requirement would be Area F of the GE curriculum.
- To satisfy the diversity requirement students would need to complete one 3-units course with a grade of "C" or better.
- If the course selected is also listed in Areas A through E, the course may be used to satisfy this requirement and one other area.
 - i. Allowing students to double count the diversity requirement in another area of the GE curriculum, should minimize the burden on students to complete additional course work to satisfy the requirement. The task force acknowledge this may be of particular concern for high unit majors (i.e nursing).
 - ii. Many students are likely already satisfying a diversity requirement, as most classes in Areas D and E emphasize topics in diversity.
- Courses that satisfy the diversity requirement should be indicated as such in the college catalog and in Areas A through E of the GE course listings.

- i. Designating diversity courses with an asterisk or annotation will allow students to easily know which courses could be double counted to meet the diversity requirement and another area of the GE curriculum.

4. *Make a recommendation for the criteria that will be used to determine whether an individual course is eligible to count towards meeting a diversity requirement.*

In order for a course to be listed as one which satisfies the diversity requirement it must demonstrate the following:

- 50% of the course curriculum content includes focus on cross cultural analysis and communications; and historical and contemporary inequities such as those associated with race, ethnicity, class, sex and gender identity, sexual orientation, nationality, ability, religion, creed, age, or socioeconomic status.
- Course material should encourage thinking critically on topics such as power, inequality, marginality, and/or social movements, and effective communication across cultural differences.

5. *Make a recommendation for how classes will be reviewed and selected for meeting the criteria established in recommendation 4.*

ONGOING GOALS AND DIRECTIONS:

The task force plans to meet with representatives from counseling and curriculum for their input on the wording of recommendations 1-4. After such time the language will be finalized and voted on.

The team is still working on addressing recommendation 5.