



BROWN

**College Curriculum Council Working Group on
Diversity in the Undergraduate Curriculum
2020-2021**

Background:

In February 2016, on the heels of the publication of *Pathways to Diversity and Inclusion: An Action Plan for Brown University* (DIAP), Provost Richard Locke charged a committee of students, faculty, and administrators to consider the efficacy of Brown’s undergraduate curriculum in providing students with opportunities to study and engage with questions of “diversity, social justice, power and privilege around the globe, both in the present and throughout history.”¹ As part of its charge, the Task Force asked (i) how might academic departments, via their departmental diversity and inclusion plans, support diversity learning goals at Brown (and how might the Curriculum Council and the College operate strategically to advance these goals); (ii) how is the University supporting inclusive classroom practices across the curriculum and in what ways can it improve or expand best practices in this area; finally, (iii) in response to calls for an undergraduate University-wide diversity requirement (at Brown and elsewhere), the Task Force also engaged in a series of wide-ranging discussions about this question.

Among its [findings](#), the Task Force recommended that a University committee be charged in three years time to evaluate the success of the proposals listed in the report and to make additional recommendations to “ensure robust curricular opportunities for our students around issues of diversity and inclusion.”² In 2020-21, the College Curriculum Council (CCC) charged such a committee to assess the outcomes of these recommendations and to examine how to best support student learning about racism, racial inequities, and systems of power and privilege.

¹ Office of the Provost, “Committee Charge, Task Force on Diversity in the Curriculum,” (2016), accessed September 28, 2020, <https://www.brown.edu/about/administration/provost/committees-reports/task-force-diversity-curriculum>.

² Ibid, p. 12.

Working Group Charge:

The working group was charged with addressing the following questions:

1. Reviewing each of the six recommendations from 2016, what has been the progress to date? What was implemented, and for recommendations that were not implemented, what were the barriers or challenges that arose?
 - a) For example, the task force recommended a new course designation on “Race, Power, and Privilege” (RPP) that became called DIAP courses. Did this new designation address the concerns for which the RPP designation was suggested to address?
 - b) Likewise, the Task Force recommended that four new introductory survey courses be developed. What barriers were faced in the development and offering of such courses?
2. What has been the impact of these changes and of the broader University and departmental Diversity and Inclusion Action Plans (DIAPs) on the undergraduate curriculum and on student learning?
3. In what areas could greater progress be made? What resources would be required?

Progress on 2016 Initiatives and Summary Recommendations Moving Forward:

The working group examined a range of data points about the availability, distribution, and enrollment in DIAP Courses from 2018-2020, as compared with the two years prior to the report under the previous designation “Diverse Perspectives in Liberal Learning” (DPLL). By all metrics, there are greater curricular opportunities for engagement in courses that challenge students to think about systems and structures of inequality and racial formations, in particular, today than there were in 2016. The [Appendix](#) summarizes the progress that has been made in the availability and breadth of course offerings as well as the available resources and support for instructors around inclusive pedagogy. It also discusses some of the barriers that have impeded further progress.

While it was productive to clarify the progress we have made on these issues to date, the more significant issue the working group engaged with concerned the work and the opportunities that lay ahead. Based on our lively conversations, the working group’s summary recommendations are as follows:

1. Articulate Learning Objectives around race, power, and privilege:

In 2016, the key goal identified by the Task Force was to increase the number and visibility of opportunities for students to engage with questions of power, privilege, and the constructions of race, gender, and other social markers of difference. Given the progress that has been made (described in the [appendix](#)), working group members argued that it was important to continue to make gains in this regard, while also moving toward a more ambitious goal than to simply have “ample opportunities” for students to engage in coursework around certain key questions and concepts. One such goal is to define more concretely what we mean by “engagement” by explicitly articulating learning outcomes³ for our students around questions of race and power. What are Brown’s aspirations for student knowledge and competencies around understanding the construction of race, the maintenance of systems of racial oppression, and the historical and contemporary struggles, as well as the tools, and strategies for disrupting and destroying these systems across various disciplines?

In 2008, as part of the University’s reaccreditation self-study and the celebration of the fortieth anniversary of the Open Curriculum, the CCC drafted a statement about the goals of a liberal education at Brown, one that was “explicit about the types of intellectual inquiry and critical thinking that students should be building into their programs of study.”⁴ Among the [eleven learning goals](#) defined by the CCC was the expectation that students “embrace diversity” and that they “learn how to participate productively in a pluralistic society” by taking courses that offer students the chance to “enlarge [their] perspectives” and “challenge [their] assumptions.”

Over a decade later, this goal seems indisputable and perhaps insufficient. Brown has since embarked on an ambitious university-wide action plan that has unapologetically defined and committed to “a roadmap for meaningful transformation of culture and practices that have long led to the exclusion of people from historically underrepresented groups in higher education.”⁵ A set of updated learning objectives around race, power, and inequality,

³ See the website Sheridan Center for Teaching and Learning for resources on the benefits of articulating learning outcomes for improving student achievement and learning, accessed June 18, 2020 <https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/course-design/establishing-learning-goals>.

⁴ Task Force on Undergraduate Education, “The Curriculum at Forty: A Plan for Strengthening the College Experience at Brown” (September 2008), accessed September 28, 2020 (3). https://www.brown.edu/academics/college/degree/sites/brown.edu.academics.college.degree/files/uploads/Task_Force_Final_Report.pdf.

⁵ Office of the President, “Pathways to Diversity and Inclusion: An Action Plan for Brown University (DIAP) Phase II,” (April 2021), accessed May 28, 2021,

might be articulated around two frameworks that can cut cross disciplines and interdisciplinary fields:

Historical and Critical Frameworks:

- Understand and critically analyze the ways in which historical forces shape constructions of race and ethnicity, and how these categories are produced in relation to other hierarchical structures of difference including gender, sexual orientation, class, religion, ability, citizenship status, and geography.
- Analyze the ways in which structures of knowledge in their discipline(s) have been embedded in historical formations such as racism and colonialism.

Ethical Practice and Critical Self-Reflection

- Interrogate and critically reflect upon their own social location and experiences of marginalization, privilege, and internalized dominance.
- Demonstrate the capacity to be transformed - in knowledge, attitudes and behavior - by engagement with multiple points of view, experiences and worldviews.

The learning objective above that calls for autocritique within disciplines and concentrations was particularly salient for the working group, whose members insisted that *all* academic units at Brown can embrace this commitment regardless of the field of study and its methodologies. Here, the group was inspired by a small seminar that emerged from a student Global Independent Study Project (GISP) on “Race and Gender in the “Scientific Community,” as well as the work of the student group, “Decolonization at Brown,” which has held a series of in-person and virtual teach-ins and other programming to shine a light on the colonial histories and marginalizing and non-inclusive classroom experiences of students at Brown, including indigenous students and students from the global south, particularly in certain disciplines.⁶

2. This working group believes the title suggested by the 2016 Task Force (“Race, Power, and Privilege,”) should replace the DIAP curricular designation, and should include a few modest changes for clarity.

<https://diap.brown.edu/sites/g/files/dprerj1361/files/2021-03/Brown%20DIAP%20Phase%20II%20April%202021.pdf>

⁶ See [Decolonization at Brown video](#) (2019); Haut, A., Mandapati, A., Chong, S., Desalegne, N., Medel, J., and Ogundare, S., “The Argument for a Concentration-Based DIAP Requirement.” (2021) <https://docs.google.com/document/d/1Mp9R5AZQZE14FEHGpMSceZB-VZ2h9237J7-trDejYxM/edit> and Kanha Prasad and Diego Rodriguez, “The Two Opposing Faces of Brown's 'Liberal Learning' Model,” (2021) https://docs.google.com/document/d/1x4opWJprLQa_XLGC0OBikomoZUPbGBcN3E_I62x760/edit.

Reflecting on the increasing, and increasingly *public*, racist violence and other national events of the several years, the working group felt it was necessary to return to the 2016 Task Force’s original intent to replace the curricular designation, “Diverse Perspectives in Liberal Learning,” with a narrower and more explicit one: “Race, Power, and Privilege” (RPP). In 2016-17, the CCC was in support of the Task Force’s new definition, but because of the concerns raised by a small number of vocal members of the Committee, compromised on the name, which it changed to “DIAP Courses: Race, Gender, and Inequality” in order to de-center race, while gesturing towards the larger University-wide DIAP process.⁷ In addition to upholding the original title of the designation, members of the working group suggested some relatively minor changes for greater clarity, reflected below in red:

In their content and their objectives, **Race, Power, and Privilege (RPP) courses** examine issues of structural inequality, racial formations and/or disparities, and systems of power within a complex, pluralistic world. The learning objectives of Race, Power and Privilege courses should address at least one of the following:

- the ways different forms of power and privilege construct racial and identity formations in the U.S. and/or globally; the cultural, political, and intellectual responses to this racialization;
- **how categories of race and ethnicity are produced intersectionally in relation to other hierarchical structures of difference including gender, sexual orientation, class, religion, ability, citizenship status, and geography;** ~~the production of categories of ethnicity, race, gender, sexual orientation, class, religion, ability, citizenship status, and geography (and their intersections);~~
- the structures, institutions, practices, and attitudes that enable, maintain, or mitigate domestic and/or global disparities in health, income, education outcomes, media representations, etc.;

⁷ The CCC discussed the Task Force recommendations at its October 11, 2016 meeting. Following this debate over the title of the new course designation, the Dean of the College, Maud Mandel, charged a subcommittee within the CCC to make a revised proposal, gathering the biggest proponents and the most vocal opponents to “grapple with what they would be comfortable with” (College Curriculum Council Meeting Minutes, October 11, 2016). On November 8, 2016, the CCC reconvened to discuss the subcommittee’s proposed new title, “DIAP Courses: Race, Gender, and Inequality,” which the CCC voted to share with the University Community for a two-week commentary period.

Members of the CCC presented the proposal at a meeting of the Undergraduate Council of Students and the Faculty Executive Committee gathered faculty feedback submitted electronically. Twenty faculty members provided feedback (two from life sciences departments, and the rest were evenly divided between social science and humanities departments). Of these, only three opposed the new title: one felt that it should focus exclusively on race, a second challenged the focus on race and gender (given the many categories of difference *not* named in the title), and a third was against a name change entirely.

- the ways in which disciplinary structures of knowledge have been embedded in such historical formations as colonialism and racism. the production of knowledge and difference in the context of discourses on race, power, and privilege.

It is worth citing the Task Force's rationale for a more focused definition at length:

"If approved by the College Curriculum Council, this designation would more accurately reflect the institutional priorities delineated in *Building on Distinction* and *Pathways to Diversity and Inclusion* and the recent discussions held on campus. Like the DIAP, with its dual emphasis on diversity and inclusion, this new definition explicitly designates "race" as a consequential social category, while also highlighting broader systems and structures that define social categories beyond race. Given the breadth and vagueness of the existing designation, the Task Force had lengthy discussions about whether or not its replacement should highlight a social category(ies), and if so, should it highlight race but not, for instance, gender/gender expression, religion, or other social categories. To do so might give the false impression that Task Members saw "race" as the consequential social category, or as more salient than its counterparts. Such a perspective would belie the intersectional production of these social categories. Yet ultimately, the Task Force decided not only to name "race," but to foreground it for two primary reasons. First, much of the debate on campus, as well as in the larger national movement, has explicitly focused on the practices and structural consequences of anti-black racism in the U.S. Second, and more substantively, the recent national events illustrated the degree to which U.S. society is not "post-racial," as is often argued. Task Force members felt that "race" should be named as a corrective mechanism, given its invisibility and even erasure in our national discourse as well as in the academy.

The Task Force also determined that the RPP designation should be applied to courses regardless of national boundaries. In this case, although the campus and national discourse was largely U.S.-focused, some Task Force members felt strongly that comparative and transnational frameworks for understanding inequality should not be excluded from this category. Therefore, the definition assumes engagement with questions of empire and post-coloniality as well as around racial formations outside and beyond the U.S.

Given the larger aims of the University DIAP, new and existing courses that do not examine race, power, or privilege per se, but do include narratives and perspectives that have historically been excluded are of value and should certainly be offered.⁸ However, the goal of this new designation is to highlight a particular *kind* of course."
(7)

⁸ One such example is the division of Biology and Medicine, which highlights "["DIV" courses](#), some of which may not meet University's DIAP courses criteria. A second example is the Computer Science department's [Socially-Responsible Teaching Assistantship](#) Program.

3. Increase the proportion of introductory (below 1000-level) courses on race and power; continue to invest in support for First-Year Seminars.

Of the over five hundred DIAP courses that have been offered between fall 2018 and fall 2020, nearly 65% are above the 1000-level and only 35% are below the 1000-level. Course numbering schemas vary by department (for instance, at least one department numbers its introductory course at the 1000-level), but taking into account the most common practices, nearly two-thirds of DIAP courses have been at the intermediate or advanced level (or expect prior knowledge), thereby limiting the ability of students with less experience, knowledge, or confidence to find an entry point into learning about race and structural inequality. And while many students continue to support a university-wide diversity requirement, this imbalance and limitations in offerings constrains the university's ability to implement such a requirement should the faculty vote to approve it.

Efforts to increase First-Year and Sophomore Seminars that carry the DIAP designation have been relatively successful, but these courses, by definition, enroll small numbers of students and often take thematic rather than survey approaches to their topics. Nonetheless, research that points to the equity impact of First-Year Seminars and other "high-impact practices" reinforces the benefit of these courses for all students, but particularly for students who are minoritized in predominantly and historically white institutions, particularly by cultivating a sense of belonging and academic community and by providing a more approachable and intimate introduction to college-level work and to the field. In addition to recommending continued support for First-Year Seminars, the 2016 Task Force sought to increase opportunities for first-years to engage in questions of race, power, and privilege by recommending team-taught survey courses. For reasons elaborated upon in the appendix, these efforts have had limited impact and the courses that were developed have not become regular parts of their respective departmental or the University curriculum.

The working group discussed several frameworks, strategies, and incentives to help institutionalize these courses so that they become regular parts of departmental and university curricula. Course development funds alone have proven to be of limited value -- faculty need *time* to not just *develop* these courses (and to collaborate with others across departments) but also to *offer* such courses in coordination with their other departmental teaching obligations. Centers and institutes such as CSSJ, CSREA, and the Cogut Institute regularly convene faculty in inter- and multidisciplinary dialogue around research and teaching. While a center or institute could serve as a convener, such courses would require the institutional support of an academic department to ensure continuity, staffing in the form of teaching assistants, and sustainability beyond a "one-off." With few exceptions, when the instructors of key survey courses are on leave or have a course release, these courses are often simply not taught, in contrast with key concentration requirements and courses that are seen as critical "service" courses, which might be taught by other regular or visiting faculty. Temporary teaching funds should be made available to the home departments of the faculty teaching these introductory level courses on race and power. In recognition of the University's commitment to advancing pedagogy in this critical area, and

to the scholars who bring this expertise, the University might consider establishing distinguished, and perhaps even competitive, term-limited named professorships to support and highlight the work of these professors. Like the “Royce Family Professorships in Teaching Excellence,” which are awarded for three-year terms renewable for an additional year, these named, endowed professorships might accept nominations by department chairs or faculty peers and provide research and curricular support, with the expectation that the instructor also offers a colloquium during their term providing insight into their pedagogical approach. Instructors would also be expected to offer the relevant survey course at least once per year during each year of their term.

4. As with course based learning and research (CBLR) and collaborative research and scholarly experience (COEX) courses, add course feedback questions to Race, Power and Privilege courses.

The working group discussed the need for clearer metrics to help instructors and departments -- as well as the University -- determine the impact of courses on race, structural racism, and power on student learning and whether it is achieving the desired aims around these topics in particular. The new course feedback instrument, launched in 2019, not only allows instructors and departments to add custom questions more easily, but also allows for the development of university-wide “targeted survey questions” around particular institutional initiatives. The two newest course indicators - CBLR and COEX - each include one common course feedback question that asks students to reflect on how a particular course contributes to the broader community-engaged learning or the nascent course-based research curricula.⁹ Similarly, a shared RPP question would allow for continuous improvement of these courses with a specific focus on the broader aims that these courses share.

5. Direct all academic departments and programs to develop at least one of the following aspects of their undergraduate curricula:

- i. Revise concentration requirements to include at least one course with a RPP designation (see English’s Literatures of the Color Line [requirement](#)).
- ii. Develop a required course that would engage in an autocritique of the discipline or concentration—that would be responsive, in other words, to the learning objective of gaining an understanding of how “structures of knowledge in their discipline(s) have been embedded in historical formations such as racism and colonialism.” Such a course, like “Race and Gender in the Scientific Community,” or “Race, Difference and Biomedical Research: Historical Considerations,” may well qualify as an RPP course.
- iii. Highlight courses within the concentration that either bear a RPP designation or that

⁹ Currently, the main course feedback survey includes one open-ended question designed to solicit student feedback around the degree of inclusivity of the course: “Did the instructor foster an environment where all students - including yourself - were treated with respect and their questions and perspectives welcomed? How did the instructor accomplish this?” There are a few additional likert-scale questions on optional survey banks that ask students to reflect on inclusive pedagogy as well as content that decentered or called into question dominant narratives or represented the intellectual contributions of scholars from a broad range of backgrounds. See the course feedback instruments published on the College website at <https://www.brown.edu/academics/college/support/faculty/student-course-feedback>.

address issues of diversity and inclusion (see [Biology's DIV designation](#)).

Like the members of the student group, Decolonization at Brown, members of the working group view concentrations and concentration requirements as a critical site for advancing the University's aims around diversity and inclusion. In an paper entitled, "The Argument for a Concentration-Based DIAP Requirement," a group of such students rightly observed:

"...The departments with the scholarship and experience to meaningfully teach ...courses 'addressing issues of racial, economic, social, and cultural inequity in the United States and globally' are small... While these departments are comprised of faculty and disciplines themselves that are committed to DIAP, to require them to take on the responsibility of providing DIAP courses for the whole undergraduate body would neither be feasible nor fair, and would disproportionately impact smaller departments and faculty of color. Critically, the departments already doing the work of educating students about inequity will continue to do so, while those that believe they do not share this responsibility will continue to rely on these small departments to provide DIAP courses for the whole community."¹⁰

As such, given that only a small handful of departments have heeded the Task Force and CCC's calls to "provide meaningful engagement with issues of diversity and inclusion" in their curricula, this working group recommends the more explicit expectations above.

6. Enhance support and resources for directors of undergraduate studies and concentration advisors on inclusive advising strategies and creating a greater sense of belonging among all students, with a focus on minoritized students such as students from historically underrepresented groups, women and female-identifying students in certain concentrations, and low-income and first-generation college students.

One common metaphor in the fields of equity, diversity, inclusion, and leadership and change management more broadly, is "head, heart, and hand," acknowledging the need for cognitive, emotional, as well as behavioral change in order to achieve transformation in our culture and communities. This emphasis on all three drivers: head (knowledge and competence), heart (self-reflection, dialogue, empathy-building), and hand (ethical practice), is reflected in the learning objectives proposed above. The 2016 Task Force focused on curricular content and inclusive pedagogy. It did not, however, address a critical component to achieving a truly inclusive learning community: a sense of belonging and academic community among *all* our students, but particularly those who are from minoritized backgrounds. Climate data published on the website of the Office of Institutional Research suggests some concerning disparities in the self-reported experiences of our students, with a few key metrics related to their academic experiences reflected below.

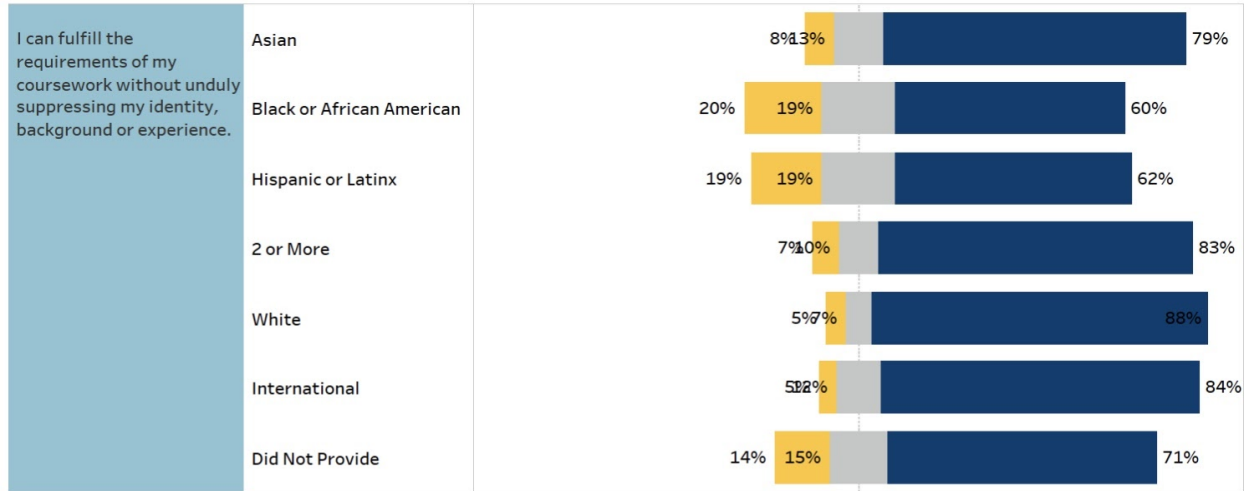
¹⁰ Haut, A., et. al. "The Argument for a Concentration-Based DIAP Requirement." (2021: 2) <https://docs.google.com/document/d/1Mp9R5AZQZE14FEHGpMSceZB-VZ2h9237J7-trDejYxM/edit>

Evaluation of Climate at Brown

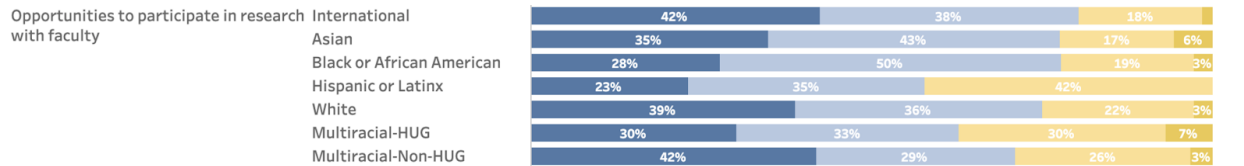
To protect the identities of participants, demographic categories with fewer than 5 respondents are not shown

Select Population: Undergrad
 Select Topic: Freedom of Expression
 Select Demographic: Race/Ethnicity

Click legend for %
 Disagree & Strongly disagree Neither disagree nor agree Agree & Strongly agree



- Very dissatisfied
- Generally dissatisfied
- Ambivalent
- Generally satisfied
- Very satisfied



There is much more that can be learned about the qualitative experiences of our students in their concentrations - not just in individual courses. Throughout the COVID-19 pandemic, many faculty and advisors have been eager to learn and discuss news ways to support our students, often upon learning more intimate details about student circumstances and contexts than they would have had access to during a typical residential academic year. Just as inclusive classroom pedagogy has become a core programming and support area for instructors in the last several years, inclusive advising pedagogy and cultivating a sense of

belonging and academic community should be a priority in the support and resources that are provided to Directors of Undergraduate Studies and concentration advisors.

Appendix 1

Between 2016 and 2018, 234 DPLL courses were offered in 33 academic units. While many of these courses would have been eligible to carry the DIAP Courses’s narrower definition, such as “Race and Remembering” (AMST 1700D) or “Race, Culture and Ethnic Politics” (ANTH 1400), approximately 70 courses, such as “Introduction to Turkish” (TKSH 0100) and “Imagining the Gods: Myths and Myth-making in Ancient Mesopotamia” (ASYR 1100) did not meet the more precise criteria. Nonetheless, between 2018 and 2020, 383 *new* DIAP courses were offered in 37 academic units, in addition to the large number of DPLL courses that were able to carry the DIAP designation as well.

The 2016 Task Force Report indicated that even without a requirement and despite the fact that many students were not familiar with the DPLL course designation, two-thirds of surveyed upperclass students expressed an interest in taking courses on power, privilege, race, ethnicity, gender, sexuality, class, and other social markers of difference. The level of student interest in such courses remains high, and as of fall 2020, over 60% of juniors and 53% of seniors have taken a DIAP course.

If the University’s goal in 2016 was to increase opportunities for engagement with issues of race and power, that goal has been met, in part due to the efforts to recruit and retain top scholars whose research and teaching is in related fields, and to the course development and inclusive pedagogy support provided by units such as the Center for the Study of Race and Ethnicity in America (CSREA), the Center for the Study of Slavery and Justice (CSSJ), the Office of Institutional Equity and Diversity (OIED), the College, the Sheridan Center for Teaching and Learning, and others. The working group looked more closely at the specific recommendations made by the Task Force and summarized progress to date as follows:

Task Force Recommendation	Progress to date
<p>A) Create several large introductory survey courses (preferably team-taught) addressing issues of racial, economic, social, and cultural inequity in the United States and globally.</p>	<p>In a three-year period, thirteen proposals for course development funds were submitted by faculty in eleven academic units in the humanities and social sciences and one by a faculty member in the division of Biology and Medicine. Six were approved (often following substantive revisions in order to meet the objectives defined by the Task Force). Those that were not approved for funding within this initiative either required prerequisites or specialized knowledge (often in languages or in quantitative fields) or were designed to be smaller, discussion-based seminars, thus failing to</p>

	meet the core objectives of the initiative.
B) Encourage all concentrations to provide meaningful engagement with issues of diversity and inclusion. The College Curriculum Council review process should be revised to include an assessment of the breadth and depth of the unit’s course offerings, focusing particularly on – although not limited to – opportunities for students to explore issues of race, ethnicity, inequality and social justice.	<ul style="list-style-type: none"> ● Since the publication of this report, three concentrations have instituted “diversity-related” concentration requirements. ● Concentration reviews, which focus on the broader curriculum, the concentration, and advising, now draw heavily on departmental DIAPs and ask departments to speak to inclusive teaching, curricular and advising practices, and to compositional diversity as well as the experiences of students from historically underrepresented or minoritized groups.
C) Continue support for both First-Year and Sophomore Seminars that focus on power, privilege, and social justice, and assess both programs.	The number of First-Year Seminars (FYS) approved per year between 2016-17 and 2019-20 has hovered around 90 courses, after cancellations due to instructor sabbaticals and other last-minute changes, the number of actual FYS has declined from 81 in 2016-17 and 80 in 2017-18 to 71 in both 2018-19 and 2019-20. Given the recent increases in the undergraduate student body, and the possibility of additional growth in the years ahead, attention should be paid to the availability of opportunities for engagement in smaller, more intimate courses.
D) Pending review and approval by the College Curriculum Council, replace “Diverse Perspectives in Liberal Learning” with a new curricular designation, “Race, Power, and Privilege” (RPP); develop a more robust review process within the College Curriculum Council.	After extensive discussion and a two-week period of public commentary facilitated by the Faculty Executive Committee, the CCC approved the proposed <i>definition</i> of the new course designation. However, in response to concerns raised by some committee members about the centrality of race, changed the <i>title</i> to “DIAP Courses: Race, Gender, and Inequality” to connect the goals of these courses to the University DIAP goals.

<p>E) Enhance support and resources for instructors and teaching assistants on inclusive teaching strategies; hire new staff with an eye toward building capacity in evidence-based inclusive teaching, particularly in science, technology, engineering and mathematics courses.</p>	<ul style="list-style-type: none"> ● Inclusive teaching principles added into new TA and new faculty programs, as well as all Certificate programs and the Junior Faculty Teaching Fellows program (see Sheridan Annual Report). ● Over 400 individuals were served by customized departmental workshops on inclusive teaching in 2019-20. In 2020-21, the Sheridan Center piloted a Seminar on Transformation around Anti-Racist Teaching (START), which involves intergenerational teams from seven departments. ● A website redesign with new content on Inclusive Pedagogy available here; an Inclusive Teaching E-Newsletter was developed in 2017. ● Since 2017, the Sheridan Center has hired three new full-time staff members: <ul style="list-style-type: none"> (i) the Associate Director for Undergraduate STEM Development provides leadership for two programs that focus on supporting STEM students from minoritized communities; (ii) the Senior Associate Director for STEM Initiatives focuses on STEM course consultations, problem-solving assignment design, lab course design, and developing equity-minded learning experiences in STEM; and (iii) the Data Science Initiative Lecturer focuses on inclusive undergraduate data science education and works with faculty to infuse data science content in their courses.
<p>F) Expand support for community-engaged curricular opportunities, which allow students to engage with the diverse populations of Providence and beyond. Research also suggests that faculty from underrepresented</p>	<ul style="list-style-type: none"> ● Students in any concentration may now pursue a certificate in Engaged Scholarship. In 2016, there were 11 concentrations participating in ESP. As of 2021, there are 16 participating concentrations. However, instead of maintaining the concentration-based structure of ESP and expanding the number of concentrations to 40, an Engaged Scholarship Certificate was approved and will officially accept

<p>backgrounds disproportionately desire opportunities to pursue engaged scholarship as a legitimate teaching and research mode. Investing in engaged scholarship will thus also strengthen our efforts to recruit and retain faculty from diverse backgrounds.</p>	<p>declarations in Fall 2021, allowing students in any concentration to pursue the certificate.</p> <ul style="list-style-type: none"> ● In 2018, the CCC approved a new course designation “Community Based Learning and Research” (CBLR) to highlight for students and advisors courses with a community engagement component. In the 2020-2021 academic year, the University offered 20 CBLR courses across 11 departments.
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Appendix 2

Committee Membership

Janet Blume, Dean of the Faculty and School of Engineering

Daniel Kim,* English and American Studies

Nirva LaFortune, the College (staffing)

Shelby Love* '22, concentrating in Sociology

Besenia Rodriguez,* the College (chair)

Diego Rodriguez* '21, concentrating in Neuroscience and Philosophical Inquiry Through Creative Forms

Melvin Rogers, Political Science

Bjorn Sandstede,* Applied Mathematics

Katherine Smith,* Biology Undergraduate Education

Riley Suh '24, undeclared