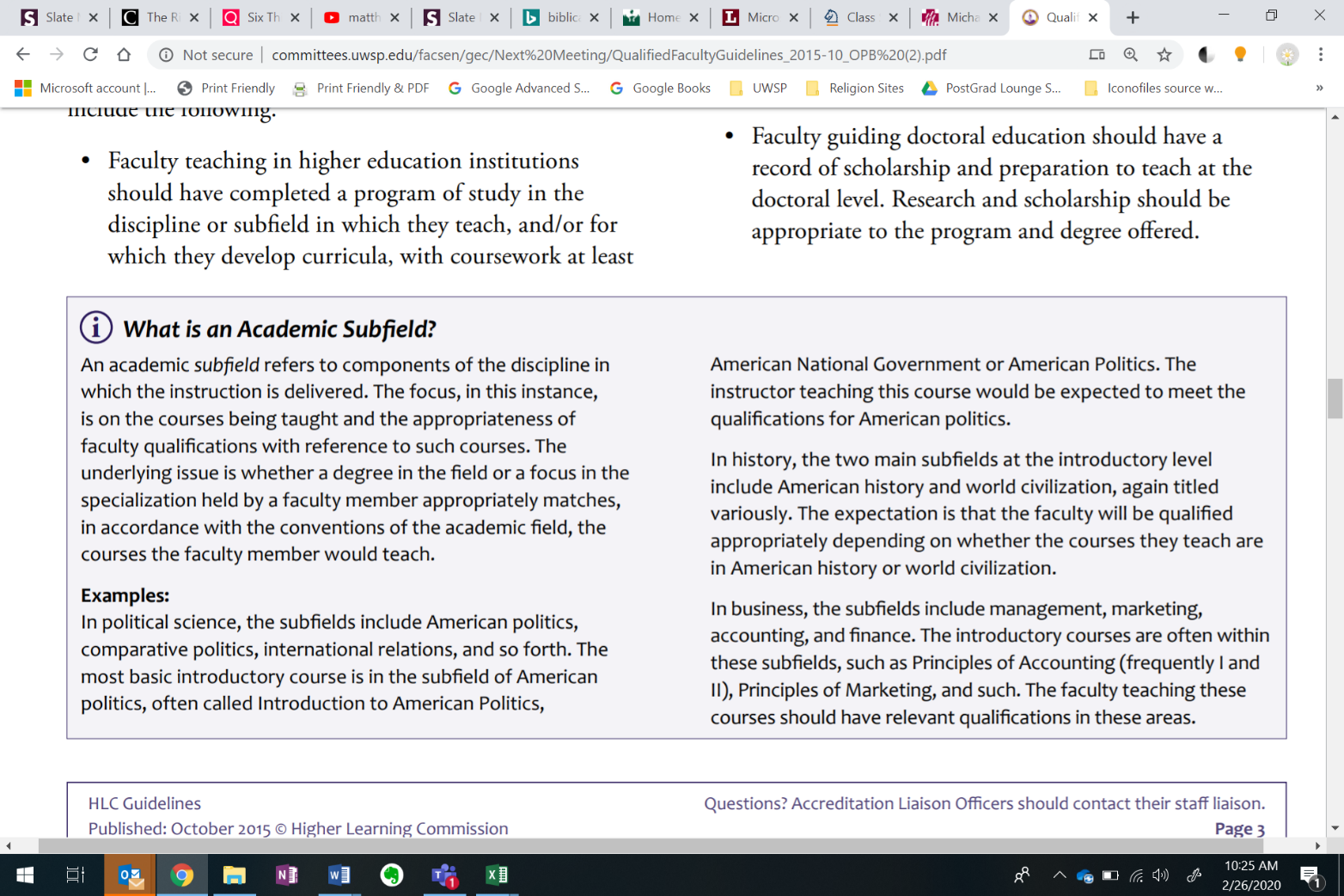
US Diversity Qualifications Review

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| **Context and Background** |
| The requirement to assess the qualifications of all UWSP’s General Education faculty derives from HLC document, “Determining Qualified Faculty Through HLC’s Criteria for accreditation and Assumed Practices,” section B.2.a., which went into effect Sept 1, 2017. It requires that:  “Faculty teaching general education courses, or other non-occupational courses, hold a master’s degree or higher in the discipline or subfield. If a faculty member holds a master’s degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.” |



Excerpt from HLC’s “Determining Qualified Faculty through HLC’s Criteria for Accreditation and Assumed Practices”

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| **US Diversity Learning Outcomes** |
| 1. Describe how people or institutions in the United States have constructed diverse identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc. 2. Explain how individuals or groups in the United States have responded to the experience of discrimination and inequality. 3. Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States. |

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| **Faculty Qualifications** |

In order to teach General Education courses in the US Diversity category, faculty must submit the information below, which will be reviewed by the Associate Dean of General Education and the Associate Vice Chancellor for Teaching, Learning and Strategic Planning, in consultation with faculty, chairs, and administration.

1. Below, identify and briefly describe graduate courses you completed that focus on one or more specific areas of U.S. Diversity, which may include race, ethnicity, age, culture, gender, social class, religion, sexual orientation, national origin, language practices, or physical disabilities.[[1]](#footnote-1) You may count up to eight dissertation credits toward the total. Add lines if needed.

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| Course title | Specific Field or Subfield | Number of credits | Brief explanation of relevance to category learning outcomes |
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1. Briefly, identify and describe which course(s) above explored issues of identity construction, or the mechanisms and consequences of discrimination and inequality as well as the reaction to that experience. Add lines if needed.

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| Course title | Specific Field or Subfield | Number of credits | Brief explanation of relevance to category learning outcomes |
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1. Briefly describe the theoretical concepts related to the study of U.S. diversity that were employed in the courses above (such as acculturation, intersectionality, or other theoretical work regarding US diversity that informed your graduate work).

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1. This list of dimensions of diversity studies is adapted from *Timpson, William M. Teaching Diversity: Challenges and Complexities, Identities, and Integrity. Atwood Pub., 2003.* [↑](#footnote-ref-1)