

Responses to Queries from the Provost Program Proposal Review Committee

Query #1: *The committee appreciates that you have explored several related programs at the university. However, the committee would also like you to explore possible collaborations with the Social Change minor, the Social Justice and Health Equity minor, and the track in Social Justice and Health Equity in the Public Health baccalaureate degree program.*

In addition to exploring collaborations with other programs at the university, here are courses from other units that could contribute to this program (such as PAS 205, PAS 227, PAS 364, WGST 300, WGST 347, WGST 414, WGST 415, SOC 323, SOC 442, SOC 454, SOC 456, SW 307).

Response #1: The DICEE in the Workplace certificate is different from other UofL minors/tracks in these ways:

1. Audience: This certificate is designed to be accessible to working adults who hold leadership roles within their organizations.
2. Application-Oriented: The courses take a practice-based approach to address diversity, inclusion, community engagement, equity, and antiracist practices in the workplace. The assignments challenge students to apply relevant DICEE practices in their current places of employment while also completing the required coursework.
3. Workplace-Focused: Other minors and tracks across the university address similar and overlapping content but are either not focused on the workplace or not broadly focused across diversity in the workplace.

Given the strong focus on diversity at the University of Louisville, there are many excellent courses that fit within the focus of this program, many of them within the minors and tracks you shared. We appreciate the input from the committee with the suggested courses.

In the following sections, we provide (1) a list of the courses that are in strong alignment to the **DICEE in the Workplace** learning objectives and outcomes of the specified content and thus added to the program sheet; (2) additional courses for which collaboration will strengthen the related courses/tracks/minors/certificates; and (3) courses that were ruled out as not as closely centered on this certificate topic.

(1) Proposed Course Collaborations and Cross-Listings

We have re-designed the certificate to include choice courses within four broad themes. This creates a certificate that is accessible to traditional students and adult learners (in the workforce) to learn about DICEE in the Workplace with a strong focus on application.

At-A-Glance

DICEE in the Workplace Curriculum:

Area A: Diversity (3 credit hours)
LEAD 314: Diversity in the Workplace

Area B: Inclusion (3 credit hours)
LEAD 324: Antiracism: A Fundamental to a New System OR
PAS 205: Race, Color, and Consciousness OR
PAS 364: Racism and Sexism
Area C: Community Engagement (3 credit hours)
LEAD 424: Organizational Partnership and Community Engagement
Area D: Equity (3 credit hours)
LEAD 460: Adult Learning and Diversity OR
PAS 227: Survey of American Diversity OR
SOC 323: Diversity and Inequality

Courses Included in the DICEE in the Workplace

PAS 205. Race, Color and Consciousness (3 Units)

Term Typically Offered: Fall, Spring

Description: Do #BlackLivesMatter advocates have a legitimate argument that America has historically and contemporarily marginalizes people based on race? Is race more important than class? Does America define race differently than other countries? This course wrestles with these questions and more as it explores how the African-descended experience has developed in different ways around the globe. The historic struggle for personhood and humanity by African people when they encounter non-colored core groups in various western societies also has certain commonalities. The course focuses on the experiences of diasporic Africans in North America, South America, and the Caribbean who have lived in societies that are socially, politically, and economically controlled by such groups. It is especially designed to expose students to a comparative view of race relations and reasoning in several societies in an effort to more fully examine the evolving American approach to race.

Connection: *PAS 205 seems to focus primarily on the experiences of African descendants and their experiences in North and South America, and the Caribbean. The DICEE in the Workplace comparison to this course is LEAD 324 (Antiracism: A Fundamental to a New System). LEAD 324 will not look at the lived experiences of African descendants as much in-depth as PAS 205. The text, How to be an Antiracist will be the foundational text for LEAD 324 to inform students on racist practices and policies over time which dates back to the mid-15th century. PAS 205 will provide further insight for LEAD 324 students to better understand American descendants of slaves.*

PAS 205 has been added as an option in the Inclusion category.

PAS 364. Racism and Sexism (3 Units)

Term Typically Offered: Summer Only

Description: The impact of racism and sexism on marginally-oppressed communities, as well as their strategies of resistance. (Social Sciences)

***Connection:** The DICEE in the Workplace certificate will challenge students to explore and examine the historical trends of racist practices in the workplace. Students who take DICEE in the Workplace courses will be adult learners who will be able to take course content and make it applicable to the workplace immediately. PAS 364 will look at race and sexism from a theoretical standpoint and will offer deeper meaning to DICEE content.*

PAS 364 has been added as an option in the Inclusion category.

PAS 227. Survey of American Diversity (3 Units)

Term Typically Offered: Fall, Spring, Summer

Description: A social map of the contemporary United States reveals several culturally-identified human groups based upon race, ethnicity, religion, language, family origins, and other characteristics. While diversity has become integral to the American society, it is an area that is little-studied and far less understood by many. This course will help students better understand racial and ethnic diversity in today's society. More than a historical overview, this course includes selected readings and film which provide glimpses behind the facade of the "other", to see some of the struggles they face as they become part of the American "fabric". In the process of developing this understanding, we will constantly challenge ourselves by asking two main questions: "Who is an American?" and "What does it mean to become an American?"

***Connection:** PAS 227 will be a good compliment as a cross-listed course with LEAD 460 (Adult Learning and Diversity). Perhaps these courses can be compared to see what resources and content could be used in both courses as well. Additionally, there may be the potential for LEAD 460 to be a substitute for students in A&S to fulfill their respective degree-certification requirements.*

PAS 227 has been added as an option in the Equity category.

SOC 323. Diversity and Inequality (3 Units)

Term Typically Offered: Fall, Spring, Summer

Description: Dimensions, sources, and problems associated with social inequality. Includes discussions of social class, gender, and race/ethnicity. Focus on American society, with international phenomena also considered.

***Connection:** In SOC 323, students learn more about trends and cycles unique to diversity and inequality in the America, whereas in LEAD 460 strong connections are made to the workplace.*

Both opportunities address systemic and individual forms of inequality and thus are strong courses for this category.

SOC 323 has been added as an option in the Equity category.

(2) Courses with Other Collaboration Opportunities

In communication with various program leads the university, we have identified courses with which we can collaborate, beyond including the course within a program. Those collaboration details are provided in the Appendix. Here a brief course-specific highlight is provided.

Course collaborations will include:

- Exchanging course resources (i.e. textbooks, articles, media, etc.)
- Guest lecturing between the two courses
- Collaborative courses will include:
 - Possibly SOC 456 (chair will confirm with faculty members) w/ LEAD 314
 - SOC 454 w/ LEAD 424
 - WGST 300 w/ LEAD 314
 - WGST 414 w/ LEAD 314

Courses to Collaborate with DICEE in the Workplace

SOC 454. Social Inequality & Stratification (3 Units)

Term Typically Offered: Spring Only

Prerequisite(s): SOC 201, SOC 320, and SOC 323; or 9 hours at 300+ level in one social science; or consent of instructor.

Description: Analysis of systems of the distribution of power, property, privilege, and prestige in human communities and societies. Comparison of alternate theories of the nature of distributive systems. Note: Approved for the Arts and Sciences upper-level requirement in written communication (WR).

Course Attribute(s): CUE - This course fulfills the Culminating Undergraduate Experience (CUE) requirement for certain degree programs. CUE courses are advanced-level courses intended for majors with at least 90 earned credits/senior-level status.

Connection: *SOC 454 will be best collaborated with LEAD 424. There is overlap between the two courses in the areas of power, prestige, and privilege and how these areas have negatively impacted marginalized communities.*

SOC 456. Gender and Work (3 Units)

Term Typically Offered: Occasionally Offered

Prerequisite(s): [SOC 201](#) and [SOC 320](#); or 9 hours at 300+ level in one social science; or consent of undergraduate instructor.

Description: The structural position of gender in the workplace; examination of changes, current trends, and difference in gender socialization for work. Note: Cross-listed with [WGST 414](#).

***Connection:** This course focuses more on gender. This course best fits as a collaboration with LEAD 314. In LEAD 314, students will learn about the full spectrum of diversity. Students interested in the topic of gender will benefit from SOC 456 content, etc.*

WGST 300. Sex, Gender and Culture (3 Units)

Term Typically Offered: Fall, Spring, Summer

Description: A cross-cultural perspective on the interactions among sex, gender, and culture, including feminist/gender theory, the socially-constructed aspects of biological sex, intersex and gender-non-binary, masculinity studies, sexuality, and heteronormativity, with emphasis on US and non-U.S. cultures. Course work will include independent reading and writing assignments. Note: Cross-listed with ANTH 309.

***Connection:** WGST will focus more so on sex and gender. There is a specific emphasis here. The DICEE in the Workplace track will not focus on these areas of diversity exclusively. Student will learn about how marginalized communities in relation to sex and gender are negatively affected, but they will look at how organizational resources can accommodate and meet the needs of these communities. Collaborative efforts will be useful here with LEAD 314.*

WGST 414: Gender and Work (3 Units)

Term Typically Offered: Occasionally Offered

Prerequisite(s): SOC 201 and SOC 320; or 9 hours at 300+ level in one social science; or consent of instructor.

Description: The structural position of gender in the workplace; examination of changes, current trends, and difference in gender socialization of work. (Social Sciences). Note: Cross-listed with SOC 456.

***Connection:** This course can be in collaboration with LEAD 314. The course is also cross-listed with SOC 456 which was proposed earlier as a collaboration.*

(3) Courses Ruled Out (and Rationale)

SOC 307: Rural Sociology (3 Units)

Term Typically Offered: Spring

Description: This undergraduate course is designed to provide students with the knowledge and skills for social work practice with people who are subject to various forms of oppression such as racism, sexism, heterosexism, classism, ageism, and ableism operating at the individual, community, and institutional levels of society. Diversity, strengths, and social justice practice are emphasized. Developing greater professional and personal awareness about the impacts of various forms of oppression and social justice responses are addressed.

Rationale: Course may not be offered in the foreseeable future.

SOC 442. Sociology of Disabilities (3 Units)

Prerequisite(s): 9 hours at 300+ level in one social science; or consent of instructor.

Description: Sociological perspectives on medicine, culture, and science are used to examine the meanings, experiences, demographics, and impacts of disability in historical and contemporary social contexts. Note: Cross-listed with WGST 415.

Rationale: SOC 442 focuses solely on Disabilities. While this is an important course, it is not a good fit for the comprehensive focus on diversity in LEAD 314.

WGST 415: Sociology of Disabilities (3 Units)

Prerequisite(s): 9 hours at 300+ level in one social science; or consent of instructor.

Description: Sociological perspectives on medicine, culture, and science are used to examine the meanings, experiences, demographics and impacts of disability in historical and contemporary social contexts. (Social Sciences). Note: Cross-listed with SOC 442.

Rationale: This course does not address diversity broadly or connect to the workplace, so it is not a good fit in any of the categories.

Query #2: *The committee is concerned that the course descriptions for LEAD 324 and LEAD 424 are exactly the same. Are students essentially taking the same course twice?*

Response #2: The course description for both courses were revised and are included here. These Course Description changes have been approved within the college and will be reflected in the next iteration of the University undergraduate catalog.

LEAD 324. Antiracism: A Fundamental to a New System (3 Units)

An overview of systemic racism in relation to organizational inception and development. An examination of workplace policies and procedures that engender unjust practices.

LEAD 424. Organizational Partnership and Community Engagement (3 Units)

An exploration of organizational partnership processes and its effect on the community. A keen focus is on community engagement to foster the needs of marginalized communities in the workplace and external community.

Query #3: *The committee is concerned that this certificate program is not named appropriately. The purpose of the program is to prepare students “to implement best practices and strategies around diverse hiring, inclusive workplace environments, and equitable treatment among all employees,” yet there is nothing in the title of the program to suggest that it is focused on the workplace. Furthermore, the committee believes that the title does not need to include the phrase “Community Engagement.”*

Response #3: Thank you for this input. The unique focus of this certificate is its focus on the workplace, so that has been added to the title, which is now “Certificate in Diversity, Inclusion, Community Engagement, and Equity in the Workplace.”

We understand the committee’s recommendation to remove Community Engagement. It is our hope to include it. In Response #2 you have read the LEAD 424 course description. In revising our program sheet, we have Community Engagement as one of the four categories. We believe strongly that DIE in the workplace must attend to the community in which it serves, particularly marginalized members of that community. Community engagement in the DICEE in the Workplace context includes discovering innovative ideas and resources within the organization to meet the needs of marginalized communities externally. This form of community engagement includes workplace partnerships with other local, state, or national organizations and then learning about surrounding communities who have unmet needs. For example, if a small business owner is in a heavily populated LGBTQ community and this community has faced injustice and discrimination, the small business can partner with other small businesses in the area to provide support. In addition, the small business can “engage” the LGBTQ community through community events, products/services, and tangible support to show evidence of allyship.

Query #4: *The committee appreciates how the college separately identified traditional and military tuition credit hours, but since it is an undergrad certificate the budget model treats both populations the same with respect to tuition revenue allocations. That is, the college will receive \$331 per credit hour for all certificate hours. (The budget model only makes one exception to that rule and that is for dual credit hours. But that is not an option for this certificate since the courses are upper-level and no high school students will be enrolled.)*

Response #4: This has been fixed in LOI to reflect \$331 per credit hour for all students.

Query #5: *According to section IX, “No additional faculty will be needed,” yet the budget includes funding for a full-time faculty member, putting the program at a deficit until year three. Please correct the inconsistency.*

Response #5: This area has been fixed in LOI so that the description and budget match. We are budgeting for a part-time instructor in Year 3 and beyond.

The certificate will not initially require additional faculty. Specifically, program courses will be taught by a combination of existing full-and part- time faculty who teach in the currently offered BS OLL program. However, we hope to increase enrollment by Year 3 in which we project the need to hire one additional part-time lecturer to assist with course delivery, with department support.

***Query #6:** The LOI does not include any funding for marketing. Plans to spend money on paid advertising should be included in the budget. Please note that the Delphi Center does not advertise certificate programs.*

Response #6: Marketing is now more clearly articulated under IX, #4, and is also reflected in the budget under IX, #6. In short, the department currently spends \$15,000 on marketing-related activities for online learning, which will include this certificate program. An estimated additional \$500 will be spent on specific marketing strategies to launch and promote this new certificate.

***Query #7:** Please complete the jobs table in Appendix A.*

Response #7: The Table on Employer Demand in Appendix A has been completed in the LOI.

APPENDIX: Proposed Course Collaborations

Course collaborations will include:

- Exchanging course resources (i.e. textbooks, articles, media, etc.)
- Guest lecturing between the two courses
- Collaborative courses will include:
 - Possibly SOC 456 (chair will confirm with faculty members) w/ LEAD 314
 - SOC 454 w/ LEAD 424
 - WGST 300 w/ LEAD 314
 - WGST 414 w/ LEAD 314

Additional Notes on collaboration:

Sociology

Feedback from SOC dept. chair regarding proposed cross-listed courses and collaborations:

Thanks for the additional information and all the thought you've put into this.

In terms of whether 460 would satisfy any soc degree requirements, it doesn't look like it under our current curriculum. It is not equivalent enough to any of our core or elective soc courses to count. We do require outside electives, but these are currently limited to only A&S courses. It would require a curriculum change to open up this LEAD course to count. This is not impossible, but would need to be decided upon by our curriculum committee first.

For the course collaborations, one of the two courses listed may not be taught for the foreseeable future. SOC 307 (Rural sociology) was taught by Jon Rieger, who has since retired (and passed away). For the other course – 456 (Gender and Work) – I'll reach out to Karen Christopher to get her thoughts. Since she is likely to ask which courses she might be asked to collaborate in I want to make sure I have an answer. I see collaboration as most likely for LEAD 314 (and possibly also PAS 364 if the collaborations are intended to cross between all participating programs). Do you anticipate a collaboration between SOC 456 and any courses other than these two?

In terms of cross-listing courses, if SOC 323 is cross listed with a LEAD course, the consequence is that CEHD advisors will tend to push students already in the CEHD to register under the LEAD prefix and A&S advisors will tend to push students already in A&S to register under the SOC prefix. It would be a coin toss in terms of which prefix advisors in other schools/colleges would lean toward. The appeal within A&S would be limited to non-sociology students since 323 is already a required course for our major/minors. Thus, what I have to weigh is:

(A) the instructional cost of 323 to support DICEE in the Workplace certificate students (and any non-DICEE students who happen to enroll using the LEAD prefix – unless that prefix is ONLY open to DICEE students so this can't happen)

VS.

(B) the additional registration this would generate for the SOC prefix from non-soc and non-CEHD students

My expectation is that these would not balance out, so cross-listing would be difficult to agree to.

If 323 is not cross listed, then what is weighed for us is:

(A) the instructional cost for additional 323 enrollment

VS.

(B) the additional registration from all students

and what you get in exchange is:

(A) Reduced enrollment in 460 because of some people taking 323 instead

VS.

(B) Adding depth to your certificate curriculum at no instructional cost, and an increased appeal to A&S sociology students (and some other social science majors too) because they will have already taken 323 for other reasons and therefore this certificate is even faster/easier to obtain.

Social Justice and Health Equity Track/Minor

Most SJHE undergrad students are out of high school. If there is the possibility to make a DICEE in the Workforce course a 500-level course, there may be the opportunity to have SJHE graduate students take an undergraduate course. More masters students are learning more in terms of management (i.e. resource, people, and implementation). There may be an interest in having SJHE undergrad students take LEAD 324 (Antiracism) course. There is also the possibility to have LED 314 added as an elective course. LEAD 314 is already a Cardinal Core course also. There could be a strong interest from PhD students in taking LEAD 314 if offered on the graduate level. Health Promotion and Behavioral Sciences is both willing and interested to collaborate with the DICEE cert. program. (Dr. Monica Wendel, Chair)

Response:

Possible collaboration is present here. Since there are students with a healthcare focus and background in the LEAD department, there will benefit from SJHE content. Further discussion will determine which SJHE courses will be appropriate to collaborate with LEAD 314 or LEAD 324.

No email response on if there is a distinction to SJHE track versus minor.

Note: No responses given from PAS, WGST, and SC on cross-listing and collaborations.