Request for Proposals for
WAYS 103: Talking about Diversity
Pilot Course

Overview
The General Education Steering Committee is accepting proposals from faculty interested in piloting a WAYS 103: Talking About Diversity course during the Spring 2019 semester. In the recent survey on the Potsdam Pathways, there was much support for the concept of a first-year seminar that facilitates conversations about diversity, equity and inclusion, but we have also heard some concerns. Piloting several sections of the course will enable us to develop the concept and assess its appropriateness for our students and faculty.

The goal of WAYS 103 is to make diversity a signature piece of the Potsdam Pathways and an integral component of the freshmen experience. Speaking and diversity are together in the course because we heard from many colleagues that our students simply don’t know how to talk about difficult subjects. As such, WAYS 103: Talking About Diversity aims to expose students to concepts necessary to live, work, and create in the diverse populations and social identities that characterize the U.S., including but not limited to: race, ethnicity, culture, sexual orientation, disability status, socioeconomic status, religion, gender, gender identity and expression, and age. In doing so, students will explore personal and societal assumptions about differences, and examine systemic cultural, political, and economic imbalances. This course focuses on developing public speaking skills. Students will model civil and respectful discussions about difficult topics and charged issues.

It is expected that WAYS 103 pilot courses will meet the requirements for the current Freshman Speaking (FS) designator when they are offered in the Spring 2019 semester.

Pilot faculty will meet 4-5 times before the Spring 2019 semester:
1. Review and revise (as needed) the proposed description, criteria, and student learning outcomes developed for the proposed WAYS 103;
2. Propose minimum requirements (number of speaking assignments, types of assignments) for the proposed WAYS 103;
3. Draft a document that provides guidelines to faculty as they develop a section of WAYS 103;
4. Develop a WAYS 103 template syllabus to include:
   1. Shared assignments
   2. Shared assessment tools/rubrics
   3. Shared policies;
5. Participate in professional development activities on effective pedagogy in teaching DEI and oral communication;
6. Develop individualized versions of WAYS 103 to include:
   1. Identifying any unique readings
   2. Developing unique/individualized assignments.

WAYS 103 General Education Requirements
Faculty who pilot WAYS 103 will design the General Education (DEI & Speaking) segments of their course around the following criteria:
1. Include significant instruction in the study of systemic cultural, political, and/or economic imbalances that have occurred, or are occurring, in the U.S.;
2. Expose students to historical and/or contemporary challenges faced by population(s) marginalized in the U.S.;
3. Provide opportunities for students to critically examine personal and societal assumptions about differences;
4. Provide opportunity for students to demonstrate understanding and sensitivities for the diversity topics explored in the course through oral presentations;

5. Include explicit instruction and practice in:
   1. analyzing audiences and adapting oral presentations to audiences;
   2. locating, evaluating, integrating, and accurately citing supporting material;
   3. developing and delivering clear and focused oral presentations that support a main idea with attention to vocal variety, articulation, rhetorical devices, and nonverbal signals; and
   4. applying attentive listening techniques.

WAYS 103 pilot faculty would also be asked to include and assess the following General Education student learning outcomes:

   1. Describe and explain systemic cultural, political and/or economic imbalances;
   2. Describe and explain historical and/or contemporary challenges faced by population(s) marginalized in the U.S.;
   3. Identify and evaluate personal and societal assumptions about differences;
   4. Use spoken communication to demonstrate understanding of differences and sensitivities for the diversity topics explored in the course;
   5. Prepare and deliver oral presentations that:
      1. are supported by credible, relevant and properly cited evidence;
      2. are designed for a specific audience and purpose;
      3. demonstrate consistent organizational patterns; and
      4. employ appropriate delivery techniques (posture, gesture, eye contact, vocal expression), word choice, rhetorical devices, and presentational aids to express ideas clearly, to create and maintain interest, and to enhance the speaker’s credibility.

Examples of WAYS 103 classes that *could* be offered:

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<tr>
<th>Rurality &amp; Intimate Partner Violence</th>
<th>Social Class in the U.S.</th>
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<tr>
<td>Women of Color in the U.S.</td>
<td>Environments for the Aging</td>
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<td>Violence against Transgender Youth</td>
<td>Topics in Deaf Culture</td>
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<td>Gay and Lesbian Literature</td>
<td>Cuban American History</td>
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<tr>
<td>Urban Neighborhoods and Health</td>
<td>Social Inequality in the US</td>
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**Submission Requirements**

Submissions need not be longer than 1 page and include a course “concept” or a brief overview of what you would propose to teach and your experience with DEI and/or speaking classes. This is a competitive process and we will only accept up to 8 pilot courses. The GESC is looking for as broad a representation of topics and disciplines as possible. The group of pilot courses will be selected to reflect disciplinary and topical breadth and diverse population and social identities.

The deadline to submit your statement of interest is Tuesday, May 1, 2018. Submissions should be sent to the General Education Steering Committee via herskeal@potsdam.edu.

Should your course be accepted to the WAYS 103 pilot program, your acceptance would accompany a guarantee that you can attend an initial WAYS 103 pilot faculty meeting during finals week (the week of May 14, 2018). Please note that proposals for these pilots courses will need to be sent to the A&S Curriculum Committee by September 2018.