The new general education program requires students to have coursework that addresses cultural competence. This two-part workshop is designed to help participants revise or create new courses to meet this cultural competence requirement.

The two-part workshop will be held from 9am-12pm on the following dates:

**Wednesday, June 11, 2014**

**Wednesday, June 18, 2014**

**Part I** will cover the following areas:
- Inclusive classroom/classroom climate
- Implicit bias/microaggression
- What it means to be culturally competent

**Part II** will begin the process of transforming your syllabus to meet the cultural competence guidelines following a discussion of curricular infusion. You will be asked to bring the syllabus that you are working on. Applications from faculty in all disciplines, including the STEM fields, are encouraged to apply.

Those who complete the 2-part workshop resulting in the revision or creation of a syllabus for a general education course **will receive a stipend of $750**. Faculty on nine-month contracts will receive this money as a summer 2014 stipend; faculty on a twelve-month contract will receive this money in their department accounts to be earmarked for their use during the 2014-2015 academic year.

Completed applications should be sent to Lynne Derbyshire via email at Derbyshire@uri.edu by May 7, 2014. Please include cultural competence workshop in subject line. Faculty will be notified of acceptance by May 21, 2014. Once selected, you will be asked to share your plans for developing the syllabus with your chair or dean.
APPLICATION

URI Multiculturalism and Diversity Enhancement Fund 2014-2015
Request to attend cultural competency workshops and develop a syllabus for a
general education course fulfilling the cultural competency requirement

To be considered, please complete the following:

Name(s): ________________________________ Preferred Email(s): ________________________________

Preferred Phone #: ________________________________

Academic College(s) & Department(s):
________________________________________________________________________________________

Proposed Course: __________________________________________________________________________

Proposed Course Size:

____ 25 students

____ 25-60 students

____ Over 60 students

Read over attached document and give thought to which cultural competencies will fit
into your course prior to the two-part workshop.
Multicultural Competencies

In 2010, The Academic Affairs Diversity Task Force proposed a set of ten Multicultural Competencies that provides context for multicultural understanding at URI and serve as learning goals for all URI students and as core elements for multicultural curriculum development. The goals are to ensure that all students at URI develop knowledge, awareness, and skills in regard to diversity, equity, and multiculturalism and provide a foundation for individual transformation and the development of inclusive and pluralistic communities on campus and throughout the world. “Diversity” in this document refers to disenfranchised/oppressed groups in U.S. society, including (but not limited to): class, race, ethnicity, gender, sexual orientation, religion, and physical/mental ability. We have identified the following multicultural competencies, which are pertinent to the enhancement of all individuals and groups of students, staff, and faculty:

Exposure/Awareness

• Awareness of the meaning of diversity and multiculturalism, including the legal and ethical aspects of affirmative action, prejudice, and discrimination;
• Awareness of identity formation and development, and how our own identities and those of others affect attitudes and behavior;
• Development of a multidisciplinary appreciation of multicultural diversity and origins of American society as well as diverse cultures around the globe, including recognizing commonalities and differences across cultures;

Knowledge/Understanding

• Knowledge and understanding of power structures, privilege, and explicit and implicit prejudice and how they relate to American society, including within our University community;
• Knowledge and understanding of the history and patterns of difference, discrimination, and oppression with regard to different groups, including, but not limited to, race, ethnicity, gender, sexual orientation, class, ability, and culture, and how they relate to American society, including within our University community;
• Knowledge and understanding of the social construct of race and its social, political, economic, and behavioral consequences;

Skills

• Development of problem solving and analytical skills about diversity as a means of constructing action plans for addressing diversity issues in the community and resolving conflicts linked to difference;
• Ability to carry out meaningful cross cultural discourse with people whose voices, experiences, and ideas are different from our own for the purpose of creating a shared vision of American and global society;
• Development of advocacy and change management skills for achieving social equity;

Transformation

• Developing the capacity for deep understanding, reflection, and empathy with regard to the current and past experiences of marginalized groups at URI and across the nation, including issues of discrimination, injustice, and hate, and summoning the internal courage to confront such issues.