

Proposal for a Race/Ethnicity Requirement for Portland State Undergraduates

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Executive Summary

We propose a two course campus-wide Race and Ethnic Studies Requirement (RESR) for Portland State University undergraduates. Every undergraduate would be required to complete 8 credits of in-depth course work on race, ethnicity, and systemic oppression. One course will focus on the US experience; the other course will have international scope, centering the experiences of groups under European and US colonialism and imperialism.

The proposal advances Portland State University's commitment to diversity and equity and aligns with the requirements of similar institutions. It furthers the following goals:

- Preparing all students to ethically participate and engage in building an equitable and diverse society.
- Centering the experiences, pedagogies and methods of Black, Indigenous, People of Color (BIPOC) communities in our curriculum.
- Countering a climate of exclusion at PSU for Black, Indigenous, Latinx, Asian American and Pacific Islander, and other students, staff, and faculty by recognizing their histories and experiences.
- Demonstrating PSU's commitment to its goals of diversity, inclusion, equity, and access by implementing a structural/institutional change in curriculum to support programs with faculty experts on these topics.

How the requirement will work

- Students will choose from a list of courses that fulfill the Race and Ethnic Studies requirement.
- Selected courses can also be used to fulfill major, minor, general education, and/or elective requirements. Most students will not need to take additional credits to fulfill their degree requirements.
- Courses fulfilling the Race and Ethnic Studies Requirement would be approved by a Faculty Senate committee facilitated by faculty in SGRN composed of faculty with expertise in relevant fields.
- Faculty will have the opportunity to attend a summer course development and pedagogy workshop to develop courses to meet the requirements for inclusion.

Summary

We propose a two course Race and Ethnic Studies Requirement (RESR) for all Portland State undergraduate students, one which critically focuses on the experiences and histories of racial and ethnic groups and systemic racism within the United States and the other which takes a global perspective. These courses can be taken to fulfill major, minor, junior cluster, and/or elective requirements.

This proposal is a direct response to the need to equip students from all backgrounds with an understanding of how historically rooted and ongoing racism affects our institutions in Oregon, the United States, and the world. It also supports Portland State's commitment to utilizing the [Strategic Planning Equity Lens](#) and resonates with Portland State University President Percy's recent statements:

In recent months, as I listened to your experiences and took time for my own learning and reflection, I have wrestled with how to authentically lead Portland State closer to our equity aspirations. Recognizing that systemic racism is entrenched in every aspect of life, it is important that we amplify our efforts across campus to dismantle systems that oppress Black people and other people of color and attend to the healing needed in our community. We need to respect and appreciate indigenous cultures and address the injustices suffered by indigenous people.

For many PSU faculty, staff and students, equity is their everyday commitment. Every action we have taken toward diversity, equity and inclusion is highly valued, but it is not enough. **Dismantling systemic racism is the responsibility of everyone in the PSU community (8/21/20).**

While Portland State incorporates diversity, equity and social justice learning goals in University Studies required programs, this does not substitute for an in-depth study of race, ethnicity, and systemic oppression led by faculty with expertise on these topics. This proposal follows the practice of many institutions such as the University of California and California State University System, University of Wisconsin, University of Michigan, Oregon State University, Amherst University, University of Illinois, University of Vermont, University of New Mexico, Northwestern University and many others.

The proposed requirement realizes the following goals:

- Preparing all students to ethically participate and engage in building an equitable and diverse society.
- Centering the experiences, pedagogies and methods of BIPOC communities in our curriculum.
- Countering a climate of exclusion at PSU for Black, Indigenous, Latinx, Asian American and Pacific Islander students and faculty by recognizing their histories and experiences.
- Recognizing the challenges and systemic oppression suffered by individuals with multiple marginalized identities (intersectionality).
- Demonstrating PSU's commitment to its goals of diversity, inclusion, equity, and access by implementing a structural/institutional change in curriculum to support programs with faculty experts on these topics.

Why Portland State Should Add a Race and Ethnic Studies Requirement

PSU does not have a race and ethnic studies requirement that all students must take at the undergraduate level in order to graduate. PSU claims it values diversity and promotes itself as the most racially and culturally diverse institution of higher education in the state of Oregon. Yet profound racial and ethnic disparities persist in Oregon, the United States and globally. Oregon for example, has the highest rate of school pushout for Black high school students (McFarland, Stark, and Cui, 2016). At every level we see Black, Indigenous, Latinx, Asian American and Pacific Islander people located at the bottom of the social hierarchy in the city and state. These disparities exist on the Portland State University campus as well.

Racial inequities are highly visible and embedded in the university at every level, which demonstrates PSU has remained largely oblivious to the challenges of racial inequality and discrimination. Black students at PSU for example have the lowest graduation rate on campus (Black, African American and African Student Success Task Force Report 2017) and currently there is no institutional effort to address the challenges Black students face. Most academic departments' and administrative units' faculty and staff are overwhelmingly white in their staffing, their curriculum, and their systemic orientation. Additionally, most academic units do not have substantive course offerings that provide students the opportunity to seriously explore, examine and learn about structural and systemic race and ethnicity based inequities and disparities. Evidence of the historical and contemporary silence and erasure of the substance and gravity of race and ethnicity at PSU are the woefully underfunded academic units of Black Studies, Indigenous Nations Studies and Chicano/Latino Studies. Together, these departments do not have more than 3.5 tenure track faculty fully dedicated to teaching and research.

Portland State needs to invest in its obligations to take racism seriously on campus, in the city of Portland and beyond. The evidence demonstrates that by taking courses in the field of ethnic studies, campus climates are improved because students are more aware of how race and ethnicity are embedded in society (UCLA 2014; Floyd et al. 2011). Furthermore, an ethnic studies requirement demonstrates to students and the greater community that the university takes seriously race and ethnicity as determinants in the life outcomes of students (c.f., Bowman, 2010; Denson, 2009; Hurtado, Alvarez, Guillermo-Wann, Cuellar, & Arellano, 2012).

Increasing the number and supports of BIPOC faculty on campus improves recruitment and retention of these students. While Black Studies (BST), Indigenous Nations Studies (INST) and Chicano/Latino Studies (ChLa) are not the only departments on campus that would teach courses meeting the RESR, one important impact of a race and ethnic studies requirement would be that more students would take courses in these academic units. **As a result, more faculty would be needed for these departments.** Portland State through a race and ethnic studies requirement can demonstrate it invests seriously in engaging with race and ethnicity, retaining and recruiting BIPOC students and faculty, improving its campus climate and growing the academic units dedicated to the study of race and ethnicity.

Shifting national demographics and continuing institutional and personal violence perpetrated on BIPOC people signify it is imperative that students of higher education leave PSU knowing that the world is shaped deeply by the persistent racial and ethnic inequalities established through colonialism. To not do this is to deny, remain silent, and be indifferent to the powerful ways race and ethnicity shape our lives and society at every level. Investment in a race and ethnic studies requirement would bring PSU more in alignment with its stated goals regarding racial equity and make PSU a more welcoming place to Black, Indigenous, Latinx, and Asian American and Pacific Islander people because it expresses substantively that their lives and experiences are valued, something that is also emphasized through PSU's strategic planning equity lens. Portland State as a public institution of higher education that professes to be dedicated to the principles of access and service to the greater community in which it is embedded, needs to more substantively walk its talk.

The PSU Faculty Senate recently approved in March 2020 a resolution urging the PSU administration to:

- a) In partnership with the relevant constituents, develop and present to the Faculty as soon as possible an updated plan with short- and long-term strategies to support underrepresented faculty and staff, and remedy PSU's diversity, equity, and inclusion problem to adequately serve our students, faculty, staff, and communities, including a protocol for its implementation.
- b) Take urgent action regarding the unsustainable situation and needs of the departments and programs of the School of Gender, Race and Nations (SGRN).

Along with this commitment, embraced by our administration, the absence of a racial and ethnic studies requirement at PSU further emphasizes the need to sustain the SGRN, which has been underfunded. We need to hire more faculty in the departments of BST, INST and ChLa in order to teach the courses that students will take as part of a race and ethnic studies requirement. Currently, with so few faculty in these departments, faculty cannot sustainably conduct research, teach courses, do committee work, engage the community, advise students, and sit on thesis committees. In addition, these programs cannot run the graduate program that the School of Gender, Race and Nations was created to do. Permanent hirings in these departments not only are vital for the school to be able to conduct these essential academic activities but will be central to its ability to implement the Race and Ethnic Studies Requirement. These hires will bring broader and deeper research and teaching agendas, being able to meet the needs of students and the community.

With a larger research and teaching profile within these departments, PSU will benefit significantly. Students across the country and the Pacific Northwest region will consider coming to PSU to study in our programs. Portland is an attractive city. PSU has missed an opportunity to invest in the study of Black, Indigenous, and LatinX and Asian and Pacific islander life, unlike many large urban institutions of higher education across the country that have invested in these areas of study. PSU will be stronger through an investment in a race and ethnic studies requirement and SGRN.

By resolving the precarious situation of SGRN and ensuring the health and growth of its programs, PSU can attract students and faculty who seek an institution with robust race

and ethnic studies (currently being lost to other competing institutions), but also, and more importantly, can become a strong center for debate and expertise in the areas of race and ethnicity, fulfilling our mission to serving the community. It will also become a leader and a model for other institutions who seek to implement a race and ethnicity requirement in Oregon and the nation, as universities become increasingly aware of the need to do so. As the largest public institution of higher education in the city of Portland and the state of Oregon, PSU should lead the state as a voice of authority and expertise in questions of race and ethnicity.

Proposed Curriculum

The Race and Ethnic Studies Requirement (RESR) at PSU should be two courses. One course, through a robust critical lens, focuses on the systems, institutions, histories and practices of exclusion in relation to Black, Indigenous, Latinx, Asian and Pacific Islander groups in the United States. The other course focuses on the impact of European and US colonialism on racial and/or ethnic groups outside of the United States. The foundation of any course that fulfills the RESR must center the critical theory developed from those communities who are of the colonized group.

Introducing students to the critical rigor and disciplinary foundations of BST, INST, ChLa, and WGSS is foundational and crucial to fulfilling the RESR. Therefore, at least one course being used to fulfill the RESR must come from SGRN, whether lower or upper division. This ensures that students are exposed to the critical methodologies and pedagogies practiced within SGRN (see appendix under **Epistemology, Curricular and Pedagogical Goals**).

The RESR will not require additional credits for student degree requirements. There are multiple ways students can fulfill the RESR. Students can take the RESR courses to simultaneously fulfill minor and major requirements, elective courses for department majors, and the University Studies general education requirements such as the Junior Cluster. This is an opportunity for academic units to broaden their requirements for their major and minors.

Current Curricular Offerings and Future Capacity Challenges:

Currently, Black Studies, Indigenous Nation Studies, Chicano/Latino Studies, and Women, Gender and Sexuality Studies teach approximately 100 courses every academic year that would fulfill the U.S. nation-based RES requirement. A list of courses that would initially meet the requirement are listed in the appendix (There is further elaboration of the content of these courses and the criteria for assessment in the appendix under **Epistemology, Curricular and Pedagogical Goals**). SGRN offers fewer courses that could meet the global course of the RESR, and there are opportunities here to collaborate with other departments to develop such courses.

Additionally, many students across the university already take courses within SGRN to fulfill the University Studies Junior Cluster requirement. Furthermore, many students take courses within SGRN for other interrelated reasons, such as, for personal growth and to meet elective requirements within their major. Clearly, there will be challenges to meet the RESR, however, SGRN effectively serves thousands of students every year.

Implementation

Upon approval of the RESR, we recommend that a committee, facilitated through SGRN, be formed to develop the criteria for approving current courses across campus that may count as a RESR course. This committee will also develop a phased plan that addresses the compounding demand for classes in SGRN and across campus.

Because of the heavy administrative load of this committee, university investment of start up funds will be needed. Initially, faculty course-buyouts for members of the committee will be crucial. Implementation of this RESR will depend on long-term university investments, such as increasing faculty lines in SGRN.

Sustaining the Race and Ethnic Studies Requirement

In addition to investing in the initial implementation of this RESR, resources and long-term investments are needed to sustain this requirement. Most importantly, resources are needed to recruit and retain faculty and support them so that they can continue to offer such courses. Teaching these courses requires intensive emotional labor that is often invisible and unaccounted for at PSU and at most universities across the country, even though this has been substantiated in the literature on race and higher education. Addressing the forces of colonialism, slavery and/or genocide carries an emotional psychological weight on faculty that is challenging to quantify. Sometimes faculty have students who are resistant to the course material and/or are so unknowing of the subject matter they can behave in ways that are harmful to students and faculty.

To recognize and support faculty for this extra labor, we strongly suggest that large courses (over 40 students for example) that meet the RESR receive the equivalent of teaching 1.5 course credit (a 4 credit course over 40 people would count for the teaching professor as 6 credit towards their 24 annual teaching credit load). In courses larger than 50 people we also suggest that TA support be provided along with another TA for subsequent increases of 25 students. Thus, if the course reaches 75, another TA would be provided and so on. The combined unrecognized labor of the material and the number of students warrant a lower threshold for TA support than is traditional at PSU.

Moreover, we recommend that there be recognition in the tenure and promotion process for faculty that teach the RESR courses. This is crucial to retaining faculty and to prevent faculty burnout.

Budget

In order to develop the base for the RESR, we propose a 3 year start-up fund budget. This is consistent with other universities who have initiated similar requirements, such as Oregon State University's Difference, Power and Discrimination (DPD) requirement (see Appendix C).

Stipends for summer workshop for faculty to prepare their courses for inclusion in the RESR and to meet the criteria of the RESR rubric.

30 faculty x 1500 = 45,000 (for 3 years) = 135,000.00 (OSU model; OSU faculty receive \$3K for participation)

Summer salary for faculty teaching the course. Taught by two faculty. One month course. One month salary (approximately \$25-30K/year X 3 years=\$75-90K)

Adjunct replacement buyouts for RESR Course Assessment and Review Committee- during the first two years, there will be a large number of courses to vet as a base of included courses is developed. This will require an above-average service demand, necessitating a course buyout (adjunct replacement) each year for 5 faculty.

In year 3 and subsequently, the summer workshop faculty trainees will be available to serve and the number of new course proposals in the system should stabilize.

5 adjunct buyouts @ \$5K X 2 years =\$50K

Winter Term. Committee of 5. 4,500.00 (3 year commitment)--Are there committees that are paid for? How do we justify?

TA's for large courses?- possibility to use a grad mentor model such as is used in UNST SNQs- this could potentially be self-sustaining, however initially we would need several "lead TAs" until the mentor model is established. Lead TA for 2 years: \$20K including tuition remission (can OGS contribute tuition remission?)

Appendix A: Epistemology, Curricular and Pedagogical Goals:

Under the curricular purview of the School of Gender, Race and Nations (SGRN), the Race and Ethnic Studies Requirement will focus on mapping and critical diagnosing of the social, cultural, and historical legacies of racially dominated, marginalized and underrepresented groups; citizenship, tribal sovereignty, and migration; the Black experience; and the intersections of race, gender, culture, sexuality, freedom and resistance in the era of colonization and globalization.

The School of Gender, Race, and Nations brings together dynamic interdisciplinary studies with intellectual integrity and prospects for historically underserved populations represented by the founding four units: Black Studies (BST); Indigenous Nations Studies (INST; formerly NAS); Chicano/Latino Studies (CHLA); and Women, Gender, and Sexuality Studies (WGSS; formerly Women's Studies). Asian/American and Pacific Island Studies does not formally exist as a unit in SGRN or at PSU, but would also be considered another related field of study. A proposal for an Asian American and Pacific Islander Studies program is currently being developed. SGRN is open to considering inclusion of other curricular units as well.

The RESR re-centers marginalized histories and experiences and is dedicated to re-thinking and replacing orthodoxies and discourses of power and privilege. The RESR curriculum will critically examine and challenge exclusionary disciplinary boundaries as well as conceptual and systemic borders including, but not limited to, those of the nation-state, race, ethnicity, equity, gender and sexuality. The participating departments of SGRN, working together, are uniquely situated to deepen students' understandings of and engagements with place through the study of historical forces such as colonial dominion/colonialism, environmental racism, exclusionary laws, redlining, de facto and

informal barriers to employment and housing that have shaped, and continue to shape, residential patterns and the provision of municipal and county services in Portland and the Northwest.

Further, the curriculum proposed for classes in the RESR will place emphasis on reconstructing and explaining the formation and transformations of power differentials through, for example, the systematic and scientific study of the origins, development, nature and culture of the people of Africa, the African Diaspora and the Americas. Women, Gender, and Sexuality Studies (WGSS) contributes a critical understanding of gender and sexuality related to power relations between and within groups of people. Likewise, Indigenous issues and tribal sovereignty analyzed in Indigenous Nations Studies (INST) distinguish Indigenous peoples from other communities in the Americas. Both of these units of the School, together with Black Studies (BST) and Chicano/Latino Studies (CHLA), encapsulate the variety of experiences, identities, and analytic frameworks and provide opportunities to expand the visibility of the experiences of people from our diverse communities.

Students preparing to live and work in the pluralistic world of the 21st Century will benefit from understanding the global features and impact of colonialism, slavery, genocide, gendered and sexualized violence, the military-prison complex, neoliberal capitalism, and development strategies on underrepresented peoples and society at large. The RESR will integrate ways of knowing (epistemologies) and practices of doing scholarship (methodologies) that are not codified and contained within the boundaries set by western empiricism.

Across the U.S. in the 1960s-70s departments of Black Studies, Chicano/Latino Studies, Native American Studies, Women's Studies and Asian American Studies were created with the support of the communities they represent and in response to the centuries-long struggles for social justice that culminated in the civil rights, women's and gay liberation movements. Along with parallel origins, the departments now hold in common an interdisciplinary focus of study as a means to address perspectives and topics which had been hitherto underrepresented or simply excluded from the core liberal arts curriculum. The challenge and promise of the RESR is the maintenance of the intellectual integrity of the contributing disciplines while creating interdisciplinary curricular initiatives whose graduates will be skilled not only in the analysis of the unique and overlapping systems of power and oppression relevant to the participating departmental curriculum but in the application of those insights to programs, policies and processes that will enhance an understanding of theories and praxis of social justice both in the academy and the community.

Along with these curricular innovations, the RESR will also incorporate pedagogical tools appropriate to these inquiries. Indeed, pedagogical practices will be central to the effective delivery of these classes. These include re-centered, inclusive classrooms for explorations of complex identities, circle methodologies in classroom seminar, self-evaluation, co-teaching, guest specialists and authentic voices, and various forms of student-centered learning and evaluation. An assessment rubric will include both curriculum and pedagogies (see addendum.)

There are many SGRN classes which would currently qualify for inclusion for the RESR. They would be mostly 200 and 300 level classes. Resources pending, SGRN would be charged with creating new core classes with the RESR in mind.

Resources pending, a committee composed of designees from SGRN and other units would be formed to generate applications and review process for classes proposed for inclusion for the RESR from units outside SGRN.

Resources pending, workshops will be made available for all units to develop their curricular and pedagogical articulations, either for their own disciplinary inquiry or towards creating classes for the RESR.

A Very Very Very Important Note on Resourcing

On accepting this proposal, PSU is committing to the resourcing of the increased staffing necessary for the units teaching classes which qualify for the RESR. PSU is also committing to the resourcing to fund and continue the funding of an RESR committee. Inadequacies in staffing and funding will be noted and a commitment will be made to ensure delivery of the RESR with due consideration for students, faculty and staff.

Appendix B: Current Curricular offerings within SGRN

Black studies Courses:

BST 202 Introduction to Black Studies

BST 203 African American History I – Slavery to the Harlem Renaissance

BST 204 African American History II – From the Depression Era to Civil Rights

BST 206 Caribbean Studies

BST 207 Race, Class, and Gender

BST 211 African Studies

BST 214 Contemporary Race and Ethnic Relations

BST 221 Introduction to African American Literature

BST 261 The African American Economic Experience

BST 299 Special Studies (1-4 credits)

BST 302U The Contemporary African American Experience

BST 304U The Civil Rights Movement

BST 305U African History, Before 1800

BST 306U African History, 1800-Present

BST 316 Issues in African American Education

BST 318U Black Families in the U.S.

BST 319U Traditional Cultures of Africa

BST 325U Race and Ethnicity in Latin America
BST 326U Cuba, Dominican Republic, Puerto Rico
BST 335U The Multi-Racial Experience
BST 339U Afro-Futurisms/Black Science Fiction
BST 342U Black Feminism/Womanism
BST 345U Black Popular Music: Contextualizing the Black Experience
BST 351U African American Literature
BST 352U African American Literature
BST 353U African Women in Film
BST 356U Cuban Film: Politics and Culture
BST 357U Caribbean Spirituality & Resistance
BST 359U: African Diaspora in Europe
BST 362U African Prehistory
BST 363U African Cinema & Culture
BST 372U Postcolonial African Studies
BST 377U Vodoun, Rasta and Islam in the African Diaspora
BST 378 Philosophy of Race
BST 384U African Immigrant Communities in Oregon

Indigenous Nation courses:

NAS 201 Introduction to Native American Studies
NAS 299 Special Studies
NAS 301 Introduction to Native American Languages
NAS 306 Red Power
NAS 334U Topics in Film Genres and Movements
NAS 335U Topics in Literature and Film
NAS 342 Indigenous Gardens and Food Justice
NAS 344 Indigenous Women Leadership
NAS 346 Contemporary Issues in Indian Country
NAS 346 Contemporary Issues in Indian Country
NAS 348 Indigenous Practices for Environmental Sustainability
NAS 351 Indigenous Philosophy
NAS 392 Indigenous Ways of Knowing

Chicano/Latino Studies courses:

ChLa 201 Introduction to Chicano/Latino Studies
ChLa 301U Chicano/Latino Communities
ChLa 302U Survey of Chicano/Latino Literature
ChLa 303U Chicana/Latina Experience
ChLa 325 Mexican American/Chicano History I, 1492-1900
ChLa 326U Mexican American/Chicano History II, 1900-Present
ChLa 330U Latino Popular Culture
ChLa 331 Barrio Culture: Art and Language
ChLa 335 Chicano/Latin American Film
ChLa 340 Mayas, Aztecs and Chicanos.
ChLa 375U Southwestern Borderlands
ChLa 380U Latinos in the Economy and Politics
ChLa 390U Latinos in the Pacific Northwest

Women Gender and Sexuality Studies and Queer Studies Courses:

WS 101 Introduction to Women's Studies
WS 120 Workshop for Returning Women
WS 199 Special Studies
WS 260 Introduction to Women's Literature
WS 299 Special Studies
WS 301 Gender and Critical Inquiry
WS 305 Women of Color Feminist Theory
WS 306U Global Gender Issues
WS 307 Resistance, Activism, and Social Change
WS 308U Topics in Gender, Literature, and Popular Culture
WS 309 Disney: Gender, Race, and Empire
WS 310U Psychology of Women
WS 312U Feminist Philosophy
WS 315 Feminist Analysis
WS 317U Writing as Activism
WS 320U Introduction to Girls' Studies
WS 330U Women of Color in the United States

WS 331U Women in the Middle East
WS 332U Race, Class, Gender, and Sexuality in the United States
WS 347U Science, Gender, and Social Context
WS 348U Science, Gender, and Social Context
WS 349U Gender and International Development
WS 365U The Science of Gendered Bodies
WS 367U War, Sexual Violence and Healing
WS 369U Global Reproductive Justice
WS 381 Queer of Color Theorizing and Perspectives
WS 382U Transgender Studies
[WS 387 Feminist Organizations: Theory and Practice](#)

Appendix C: (draft) Oregon State University's Difference/Power & Discrimination Program

Overview

The DPD Academy is designed to facilitate focused and productive engagement with contemporary, multidisciplinary scholarship on difference, power, and discrimination; critical pedagogies; and curriculum transformation.

As part of the DPD Academy, participants work on revising and/or developing one or more courses, to meet OSU's DPD course criteria.

The DPD Academy consists of 60 hours of programming:

A summer institute (45 hours)

Three to five follow-up sessions (15 hours total) held throughout the academic year immediately following the institute.

Eligibility

All teaching faculty who have not previously completed a DPD summer seminar are eligible to apply for the DPD Academy.

The DPD Academy welcomes applications from both individuals and college curriculum transformation teams.

Applications from College curriculum transformation teams - defined as two or more faculty members - who are working collaboratively to revise or develop one or more courses that will meet DPD course criteria are strongly encouraged.

Preference will be given to applicants working on courses for which they intend to seek DPD designation. Prospective participants who are working on courses that meet the DPD course criteria but are not seeking DPD designation are welcome to apply.

Participants who have previously participated in a DPD summer seminar may participate in the 2020-2021 DPD Academy as curriculum transformation team leaders, based on availability of space in the Academy. Past participants are currently not eligible to receive the DPD Academy stipend.

Stipend

Nine-month faculty members receive a \$3,000 stipend for participation in the DPD Academy. All other faculty members receive a \$1,000 professional development stipend.

Stipends are paid in two installments:

50% at the completion of the summer institute

50% upon submission of at least one new or revised course syllabus by the posted deadline

2020-21 cohort deadline for submission: Thursday, May 7, 2021.

Participants who present an academic paper based on work developed through the DPD Academy are eligible to apply for up to \$250 in DPD conference travel support.