

Resolution to Address Intersectional Diversity in Pathways Curriculum
COMMISSION ON EQUAL OPPORTUNITY AND DIVERSITY
CEOD RESOLUTION 2015-2016 C

Approved by the CEOD:	April 4, 2016
First Reading by University Council:	April 18, 2016
Second Reading by University Council:	May 2, 2016
Approved by the President:	May 2, 2016
Effective date:	Fall 2016

Whereas, Virginia Tech has made a significant commitment to Inclusion and Diversity through InclusiveVT; and

Whereas, the Commission on Equal Opportunity and Diversity (CEOD) is committed to inclusion and diversity; and

Whereas, the Pathways general education curriculum is designed to provide students with a well-rounded liberal education; and

Whereas, The Pathways curriculum, passed in April 2015, has incorporated Intercultural and Global Engagement as an integrative learning outcome; and

Whereas, 8 of 25 SCHEV-approved peer institutions have added credit-bearing requirements with a focus on diversity, including US diversity, to their general education curricula; and

Whereas, universities are recognizing “the study of diversity in the United States provides students the opportunity to consider questions of difference and culture, identity and community, privilege and oppression, and power and responsibility in our nation, and to gain an understanding of how these issues affect both individuals and communities”¹; and

Whereas, Virginia Tech aspires to be a model land grant university in its commitments to inclusion and diversity; and

Whereas, Virginia Tech’s motto, *Ut Prosim*, (*that I may serve*), and Virginia Tech’s commitment to InclusiveVT create a unique institutional responsibility to ensure comprehensive understanding of issues of identity and difference; and

Whereas, a core value of Virginia Tech is “a commitment to diverse and inclusive

¹ (2015) Difference, Power, and Discrimination. Oregon State University. <http://oregonstate.edu/dept/dpd/>;
(2015) U.S. Diversity Requirement. North Carolina State University. <https://oucc.dasa.ncsu.edu/u-s-diversity/>

communities” in which Virginia Tech “values the educational benefits of diverse ideas, peoples, and cultures”;

Whereas, as articulated in the Virginia Tech Principles of Community, adopted by the board of visitors in 2005, “diversity enlivens the exchange of ideas, broadens scholarship, and contributes to just engagement in all the world’s communities;” and

Whereas, intersectional diversity is defined as the study of how systems of inequality interact simultaneously with multiple social identities related to race, ethnicity, gender, class, ability, sexual orientation, religion, veteran status, economic status, and age, among others. It recognizes that particular identities, especially those associated with historically marginalized and disenfranchised populations, have differential experiences related to bias, discrimination, and oppression in the United States and across the globe;

Therefore, let it be resolved that, during the 2016-17 academic year UCCGE and CEOD, in coordination with CUSP, CFA, and University Council, and in consultation with the Faculty Senate, will review and update the ways in which intersectional diversity can be incorporated into the Pathways curriculum beginning Fall 2017.