Proposed Changes

Highlighting indicates a change, which is explained below.

Thirty-one semester hours of human dimensions of organizations, at least 18 of which must be upper-division.

Lower-Division Requirements

Human Dimensions of Organizations 301
Human Dimensions of Organizations 310: Researching People-Centered Problems
Human Dimensions of Organizations 146: Experiential Learning in Organizations

Electives

At least three hours in each of the following THREE focus areas, three hours of which must be upper-division. Lists of courses are available in the advisor's office:

- Methods
- Creativity and innovation
- Cultural Competence

Nine additional upper-division semester hours from a single field from item 3, above

Upper-Division Requirements

Human Dimensions of Organizations 350: Identities in Organizations
Human Dimensions of Organizations 379: Applying Human Dimensions of Organizations

At this time:

- HDO 301 teaches 35 students in each section. We teach six sections per academic year (210/AY). The class carries the ethics flag.
- HDO 320 teaches between 25 and 30 students in each section. We teach it six times per academic year (162 students/AY). The class carries a writing flag.
- HDO 379 teaches between 20 and 25 in each section. We teach it six times per academic year (150 students/AY). The class carries the writing and independent inquiry flags.

We have also developed new elective courses internally and in conjunction with interested faculty across COLA. These topics courses are listed as HDO 330 and include Teamwork, Bias, Organizational Ethics, Organizational Learning, and Cultural Competence in Organizations.
Statement of Financial Impact:

Total Financial Support Requested: $53,000-$54,000 per AY

Since the introduction of the HDO undergraduate major in Fall 2016, the BA degree has grown at an encouraging rate. We've grown from approximately 25 majors in Fall 2016 to 450 majors in Fall 2020. If trends continue, we anticipate that the number of majors will increase by between 75 to 100 per academic year. HDO is becoming a well-known and popular major in the College, and we anticipate increasing numbers. We need the support of COLA to provide quality instruction through the addition of a full-time Assistant Professor of Instruction, or we need to place a cap on majors.

These suggested changes will require a new Professor of Instruction, beginning with Fall 2022, at a salary of $48,000/year. This is new funding we are requesting; we do not have internal money for this position.

Our proposed changes include a new required course on Identities in Organizations, which Dr. Amy Nathan Wright has piloted for three semesters with great success as HDO 330 Cultural Competence in Organizations. Faculty and students have found that this is a crucial area our majors need more instruction on, which is of crucial importance to both their job marketability and their understanding of the importance of the fields they explore during their time at the university.

The addition of HDO 146 would also require an additional $5,000 to $6,000 per academic year. (We can also discuss the possibility of me teaching this course.) This would be paid to instructors as an overload for supervising students engaged in HDO's experiential learning course, which would require students to be part of an organization as an intern, a volunteer, or a member, which we feel is essential for our students to experience before graduation.

Adding a new instructor is of crucial importance to maintain and improve the quality of instruction for our undergraduate students. HDO's mission is to explore the ways liberal arts (humanities/social sciences) function in organizational contexts, and we apply this mission to our own courses. For our undergraduate majors, this leap from abstract to concrete requires learner-centered, experiential learning, which requires smaller classes that are more conducive to team-based and experiential learning. We strongly prefer a Professor of Instruction to a stream of Assistant Instructors or teaching assistants. We do not have the administrative support to assist these students in gaining subject-matter mastery. Further, the pay for an Assistant Instructor and a Professor of Instruction are quite close.

Without this additional position, we will need to place a cap on the major at 350 and continue with the three assistant professors of instruction.
**Justification for Proposed Changes:**

The goal of the HDO program is to teach students how to identify, analyze, and solve people-centered problems. To accomplish this, students must be able to work effectively in teams, communicate clearly in a wide variety of contexts and mediums, and address problems creatively with the critical-thinking skills they gain from both theoretical knowledge and practical experience. The proposed curriculum changes arise from a combination of faculty curriculum analysis, student performance and input, and director review.

**Add HDO 310: Researching People-Centered Problems**

*Description:* This course is an introduction to mixed-methods research using active learning and project-based assignments. We will cover the basics of qualitative and quantitative research methods, research ethics, teamwork, project management, and problem-solving. Students will learn how to generate a research question & hypothesis, design a research study, and collect and analyze data through hands-on assignments and in-class exercises. Throughout this course, students will learn and use research to understand what HDO means and how it applies to their career goals.

*Justification:* We want to repurpose what was HDO 320 as a lower-division course (we will remove HDO320 from the requirements). This course is designed to prepare students for success in their major courses, which are in many different fields. We want to prepare them to think critically about ways their interdisciplinary coursework may be applied concretely.

**Add HDO 350: Identities in Organizations**

*Description:* In this course, students will explore how intersecting identities shape both individuals’ and groups’ experiences of various organizations. HDO is focused on people-centered problem solving in organizations; in this course we will narrow that focus to hone in on issues of intersecting identities in organizations, with particular emphasis on race, class, and gender. Regardless of what organizations we are part of—education, business, military, non-profits, religious, political, social—our spaces are increasingly diverse, yet all too often they remain exclusionary and inequitable. Students will use critical thinking, team-building, and oral and written communication skills as they engage in difficult dialogues around issues of diversity, equity, and inclusion in an organizational context, as well as working through case studies, interviewing individuals about their experiences, and exploring professional opportunities in DEI.

*Justification:* In developing both the required and elective courses, we noted a strong need for students to develop what we call "cultural competence," a term we have adapted from health professions and social work. Cultural competence means developing the understanding of how people’s identities impact their approaches to collaboration and communication when working on people-based problems. By understanding one's own cultural identities, and those of the people we work with, the HDO program will help students work together more effectively and ethically here at UT and in their communities. We
hope to acquaint students with careers in Diversity, Equity, and Inclusion and to have a positive impact on all our students regardless of career paths.

While we have integrated material on cultural competence into our curriculum at all levels, we firmly believe that the HDO program needs an upper-division course focused on these issues. During the Spring, Summer, and Fall of 2020, Dr. Amy Nathan Wright\(^1\) taught HDO 330: Cultural Competence in Organizations. Students consistently praised the course and recommended it be made a requirement for all HDO students. Students said:

This course has completely altered my perspective of HDO by helping me truly understand the value of this kind of discipline, especially in realizing the necessity for cultural expertise in the corporate world. In fact, I think that Cultural Competence should be required in the HDO track because it would (in my opinion) help a lot of HDO majors feel more connected to their purpose in both undergrad and their career trajectory.

I can’t stress enough how much I appreciated this course. I think the learning experiences something that every student should have while at UT. In this day and age, it’s so important for the future workers to understand the current problems that must be fixed.

I believe this class is extremely important for every HDO student to take and I am glad that I had the opportunity to take it. From this course, I was able to learn how to navigate very difficult conversations with my fellow classmates. I realize how important it is to approach these topics with the utmost amount of care.

The HDO faculty and administration agree. A slightly modified version of this course would add immeasurable value to our students’ skills.

Add HDO 146: Experiential Learning in HDO

*Description:* In this course, students will engage in experiential learning through an internship, service-learning project, or leadership role with a student organization. Class meetings and assignments will provide opportunities for reflection and application of their organizational experience and their interdisciplinary courses to real-world situations. It will, in the words of one of our HDO mottos, allow students to “put the liberal arts to work.”

*Justification:* HDO’s goal of teaching students to apply COLA skills to organizational context is most apparent in our capstone course (HDO 379), which pairs teams of students with local organizations to consult on problems those organizations are facing. We propose adding a 1-credit experiential learning course, which students may take any time after taking HDO 301, to provide more direct contact with organizations. This course may be taught online or in person.

\(^1\) In her short time with HDO, Amy Nathan Wright has connected HDO with DDCE’s entrepreneurial units; received approval to teach a UGS Difficult Dialogues course; and chosen as a Provost Teaching Fellow.
**Focus Area Changes**

We want to keep the credit hours for the major the same and hope to change the focus areas to tighten the interdisciplinary course lists. We currently require students to take one 3-credit course in the following four fields: Data and analytical methods; Qualitative reasoning; Creativity and innovation; and Culture and communication. We then ask them to take an additional 9 credit hours in one of those fields.

We want to change these focus areas to: Methods; Creativity and innovation; and Cultural Competence. Instead of students taking 9 additional upper-division semester hours in one of these fields, they will be required to take 6.