

## **Class C resolution regarding Diversity Credit requirement**

WHEREAS, diversity is one of the University of Washington's six stated values; and

WHEREAS, in May 2013 the Senate passed a diversity requirement for undergraduate students which aligned with the University's values and curriculum. The requirement was meant to ensure that students develop an understanding of the complexities of living in an increasingly diverse and interconnected world; and

WHEREAS, in the eight years since the original passage of the diversity credit requirement, and especially during the past year, our country has seen a number of events that have brought to the fore issues of institutional and structural racism, including a pandemic that has disproportionately sickened and killed Black, Indigenous, and people of color (BIPOC); an economic downturn that has had an inordinate effect on BIPOC; numerous police killings of Black people, highlighting racially-biased policing; a rise in white supremacy exposing a deeply rooted legacy of racist structures; and a violent attempt to overturn the results of a presidential election by excluding the votes of states in which the ballots of Black people were critical to the outcome; and

WHEREAS, the 2017-2021 Diversity blueprint calls for assessing the impact of the student diversity requirement that was implemented in 2014; and

WHEREAS, appropriate changes may include increasing credit requirements and improving the quality or content of a designated diversity course to address issues of race, equity, inclusion, power, bias, systems of oppression, and anti-racism; and

WHEREAS, acknowledging the role that universities (including the faculty, staff, and students) play in continuing structural racism by perpetuating unwelcoming academic cultures for BIPOC students gives the UW community an invitation to uphold our values of diversity, equity, and inclusion; and

WHEREAS, it has been shown faculty members' perceptions of the curriculum matter: The more that faculty members perceive the undergraduate curriculum as inclusive of diversity, the more likely they are to include diversity in their own courses. Faculty members who include diversity in their courses are much more likely to engage in effective educational practices such as emphasizing deep approaches to learning, using active classroom practices, interacting with their students, and promoting learning outcomes like intellectual and practical skills or personal and social responsibility (Banks, "Approaches to Multicultural Curriculum Reform," in *Multicultural Education: Issues and Perspectives*, ed. J. A. Banks and C. A. McGee Banks, 7th ed., 2010, 233–56); and

WHEREAS, our students are an integral part of our community and should have a voice in major curricular changes that will affect their educational outcomes and the health of the university community as a whole; therefore

BE IT RESOLVED, that the UW Faculty Senate supports the formation and work of a task force of faculty, students and staff to examine the current diversity requirement, assess the efficacy of the current requirement in meeting student needs and make recommendations for improving and supplementing or replacing the diversity requirement to more effectively address issues of race, equity, inclusion, power, bias, systems of oppression, and anti-racism.

BE IT FURTHER RESOLVED, that the UW Faculty Senate supports drafting of Class B legislation amending the scholastic regulations based on the recommendations made by the task force.

BE IT FURTHER RESOLVED, the task force will report initial findings during Spring 2021 and final recommendations during Fall 2021.

*Approved by:*  
Senate Executive Committee  
February 8, 2021

*Approved by:*  
Faculty Senate  
February 25, 2021