Meeting Synopsis:

1. Call to order
2. Chair’s Update
3. Review of the minutes from November 12, 2020
4. Diversity curriculum requirement for undergraduates
5. Follow-up on Class A Legislation: Diversity Statements
6. Follow-up on FCWA Class C Legislation on Covid-19
7. Working groups
8. Webinar topic for Winter Quarter
9. Good of the order
10. Adjourn

1. Call to order

The meeting was called to order at 2:32 p.m.

2. Chair’s Update

Nothing was stated.

3. Review of the minutes from November 12, 2020

The minutes from November 12, 2020 were approved as written.

4. Diversity curriculum requirement for undergraduates

Ann Huppert (Chair FCAS) and Ann Culligan (Chair FCSA) joined the council to discuss the request from BSU regarding the diversity credit requirement. They shared a letter to Chair Huppert from the BSU VP of Community Affairs (Exhibit 1).

Michael and Emanuel (UW Students active in BSU) also joined the council. They emphasized the climate on campus is still discriminatory, based on a previous survey from UW students, faculty, and staff. They recommended diversity training and advocacy with faculty and staff. Michael and Emanuel also suggested more student input into the faculty disciplinary process, increasing diverse faculty and staff, and encouraging UW employees be more receptive and provide more support.

Council members noted diversity credit determination should be a centralized process to rather than by individual departments or colleges. They highlighted the need to determine who decided what this requirement is and what students learn in these diversity-defined courses.
Members emphasized their interest in addressing this issue and suggested review of other universities’ diversity requirements with a focus on the content of courses. They appreciated the idea of community engagement as a part of the diversity requirement.

FCMA will continue working with FCAS on future discussions regarding the diversity requirement. They examined the potential for a resolution around faculty diversity training. It was noted that UW does not have a learning management system which tracks if faculty fulfill requirements.

5. **Follow-up on Class A Legislation: Diversity Statements**

The FCMA Class A legislation was passed with no opposition. It will return to the SEC and Senate in January 2021 and then the UW faculty for a full vote. The council may consider in the future a requirement on all faculty to submit diversity statements, not just new faculty. It was suggested as part of the annual review process.

6. **Follow-up on FCWA Class C Legislation on Covid-19**

Nothing was stated.

7. **Working groups**

Chair Reddy will send out committee lists after members send their responses.

8. **Webinar topic for Winter Quarter**

Students are interested in information regarding the police union contracts and would like to see a webinar on the topic. FCMA will work with FCSA to hold a webinar in 2021. The council will also ask the UW employee who signs contracts with the police union to join the council for a future meeting. They would like to determine how faculty staff and students can be involved in those contract negotiations.

Chair Reddy asked the council for their suggestions on a topic for future webinars.

9. **Good of the order**

Nothing was stated.

10. **Adjourn**

The meeting was adjourned at 4:04 p.m.

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*Minutes by Alexandra Portillo, faculty council analyst, xanport@uw.edu*
Present:  **Faculty Code Section 21-61 A:** Yoriko Kozuki, Pietro Paparella, Gautham Reddy (chair), Michael Spencer, Brenda Williams, Ronald Kwon, Bobby Wilson  
**Faculty Code Section 21-61 B:** Leyla Salmassi, Jessica Jerrit, Rachel Smithers  
**Faculty Code Section 21-61 C:** Chad Allen  
**Guests:** Ann Huppert, Ann Culligan, Adam Szpiro, Emanual Tesfaye, Michael S., Ricardo Gomez

Absent:  **Faculty Code Section 21-61 A:** Xuegang Jeff Ban, Andrea Otanez

**Exhibits**

Exhibit 1 - BSU-Reynolds letter to FCAS-12.1.20
Dear Professor Huppert,

My name is Kiana Reynolds and I am writing to you regarding the request to increase the credit requirement for diversity on behalf of the UW Seattle Black Student Union. To provide context as to what brought this request to the table, this past summer, we mourned the losses of many Black lives to police brutality, including Breona Taylor, Elijah Mcclain, George Floyd and countless others. While this is not a new issue, it was brought to national attention the issues of systemic racism globally. With this momentum, the Black Student Union at the Seattle campus decided to bring this conversation down to the campus level, and composed a list of seven demands, with the hopes to address the systemic issues that exist at the University, and if implemented, would create an environment that was more welcoming for Black students on campus. The seven demands are listed as following:

1. Break all ties with SPD
2. Disarm and divest from UWPD
3. Allocate funds to Black RSOs and the American Ethnic Studies department
4. Hire more Black Faculty
5. Increase the Diversity credit requirement and make African Studies a major
6. Remove statues of racist figures
7. Fund and expand mental health resources for all UW students

It is worth mentioning that as of October 14th, the Graduate & Professional Student Senate has resolved to call “on UW to promote the well-being of Black students, faculty, and staff,” including increasing “the diversity credit requirement for all undergraduate students and establish a major in African Studies.” This resolution demonstrates broad support for the diversity requirement across undergraduate students, graduate and professional students that represent all three campuses.

In its current standing, as mentioned in the Scholastic Regulations, chapter 114 section 2.B.1.d, it is required that a student takes, at minimum, 3 credits of courses “with a focus on the sociocultural, political, and economic diversity of human experience at local, regional, or global scales,” in order to “help develop an understanding of the complexities of living in increasingly diverse and interconnected societies.” It is also worth pointing out that across the three campuses, the diversity requirement can satisfy other Areas of Knowledge requirements. To break it down by campus, UW Seattle offers the broadest amount of courses, while UW Tacoma and Bothell offer a fewer selection for their students, which makes sense relative to the size of each campus (in addition to the fact that students can take classes across all three campuses).

As a contributing author to the request to increase the diversity credit requirement, I am particularly concerned about the lack of rigor for the Diversity requirement relative to the other required Areas of Knowledge. In comparison to all of the requirements on campus, diversity holds the lowest amount of credits, 3. By only requiring a student to take 3 credits, which is
lower than the amount of credits the average class offers (5), a message is being sent that diversity is not as important as other requirements, such as writing, which has a 12 credit requirement or any of the Areas of Knowledge, all which require 25 credits. This message is one that students who take required classes understand, as they are encouraged to take only one entry-level course. Likewise, academic units are not encouraged to hire tenure-track faculty qualified to address issues of diversity in the humanities, social sciences or natural sciences.

To once again restate the Scholastic Regulations, the goal of this requirement is to help students develop an understanding of how complex and increasingly diverse and interconnected our societies are. One quarter at the university level is not enough to unlearn elitist or racist practice, or to even have an understanding of the full impact of systemic racism globally. While it is important to simply learn about a variety of different cultures outside of your own, it is crucial that students are educated on how their privilege allows them to thrive in society, and how students can use that privilege to uplift groups who have been historically marginalized, and systematically oppressed. While many of the graduation requirements are significant in expanding one’s knowledge and exploring new ideas, none of those topics will be nearly as relevant as diversity once students graduate and move on to the real, working world, regardless of one’s major. Whether you are an engineer coding AI, a doctor treating patients or a teacher educating students, you will never encounter a monolithic group of people, and it is important to navigate that type of environment.

It is important that the University of Washington takes the steps to emphasize the importance of diversity in our society, and work towards ensuring that future generations are prepared to navigate its complexity. In increasing the credit requirement for diversity across all three campuses, the UW will open the eyes of many students to a broader view of the world, and promote empathy and understanding of where people are coming from. As an institutional body, this Faculty Senate legislation will likewise send a message to academic units that they need to hire tenure-stream faculty who incorporate Diversity courses into their teaching and scholarship. This is crucial for both those departments that have met the historical demands of the Black Student Union on the Seattle campus, such as Ethnic Studies, and for all STEM departments about what the university values in its teaching at the undergraduate and graduate levels.

I hope that you all take this into consideration. Thank you.

Sincerely,

Kiana Reynolds
UW Black Student Union
VP of Community Affairs
She/Her/Hers