

University Of Washington
Faculty Council on Multicultural Affairs
3:30 p.m. – 5:00 p.m., January 23, 2013
36 Gerberding Hall

Meeting Synopsis:

- 1) Call to order
 - 2) Approval of Minutes from last meeting
 - 3) Update on Student Diversity Requirement
 - 4) Follow-up on "Faculty Demographic Concerns"
 - 5) Follow-up on items listed on previous meeting
 - 6) Adjourn
-

1. Call to Order

The meeting was called to order by Chair Angela Ginorio at 3:38 p.m.

2. Approval of Minutes from last meeting

Minutes from the past meetings were approved as written.

3. Update on Student Diversity Requirement [Exhibit A]

Secretary of the Faculty Marcia Killien provided comments on the proposed language on the Student Diversity Requirement. Council members considered most to be small changes, and were accepted. Debate followed on the ability of faculty members to assess that diversity subjects amounted to 60% of course content; Killien had suggested that using a figure of 50% as a reference would be clearer.

Discussion followed on how other areas of knowledge requirements are reviewed. A recommendation was made such an assessment could be reviewed within the academic unit curricula committee through reviewing a statement from the faculty member proposing the new course, including the percentage of course material addressing diversity, and a justifying how the course meets this requirement. This would reduce the burden on any central curricula committee. Debate followed on how to draft such language.

The timeline for the approval of such a requirement was discussed. Once FCMA approves such a proposal, this will be presented to FCAS for approval. Ginorio proposed bringing Student Diversity Coalition member Shangé Purnell to present this proposal for FCAS. Though it would be preferable for students to affirm their support for this revised proposal, concern was expressed on the impacts this would have on the timeline for faculty approval. Council members felt that this proposal addresses all the concerns which had been raised during the last year.

Purnell, and Jennifer Gibbons, ASUW Director of Diversity Affairs, were introduced to the Council. The Council requested to know how they felt regarding Killien's revisions. The students agreed that new courses could be proposed to meet such requirements from faculty, and for approved courses to contain "greater than 50%" of diversity related content. Council members considered the curriculum approval process within different academic units, and would suggest this new course approval approach (in the case of colleges which have different approval processes) or require this (should the process be fairly homogeneous across academic units).

The Council considered how to best ensure that courses consistently focus on diversity, independent of which faculty member taught such a course. Requiring the inclusion of diversity within course objectives was noted to be an effective way to ensure consistency, as faculty are accountable to course objectives. Examples of

pertinent course objectives could be provided to faculty proposing such courses. For existing courses, the Provost's Task Force is identifying courses which could meet this requirement.

On their part, Purnell expressed concerns following meetings with FCAS representatives, particularly a suggestion to rename this requirement to "Ethics and Perspectives." She requested preservation of Diversity within the requirement's name. Following discussion on the naming, the Council changed the name to the "Diversity Credit Requirement," noting that this was the original name for the requirement, and the inclusion of "credit" ensures the ability to measure this requirement. Students expressed curiosity on how they could be involved, and it was recommended that they contact members of FCAS to express their support for this requirement. Should the measure reach the Faculty Senate, and general faculty vote, students could broadly lobby faculty members to support the requirement. Revised language was considered as follows:

"Existing courses approved by the Diversity Task Force to fulfill diversity content will meet this requirement. New courses will meet this requirement if their corresponding body approving such courses (i.e. from the Departmental level to School or College Curriculum Committee) finds that it has 50% or greater content which provides students with a better understanding on diverse cultures and perspectives on global society. This will be determined from both: a) inclusion of this emphasis within the courses' learning goals, and b) a statement and justification on how it addresses diverse cultures and perspectives on global society from the faculty member proposing the course."

A motion was to approve the revised proposal. The proposal was approved unanimously.

Ginorio will confirm which "curriculum committee" that Marcia Killien had suggested that language be clarified for, and then will submit the proposal to FCAS Chair George Dillon. Morayma Reyes offered to accompany Ginorio to the February 22nd meetings to FCAS if FCMA input is necessary for their deliberation regarding the Diversity Credit Proposal. It was suggested that discussion during that meeting emphasize that a) peer universities have similar requirements, b) students have proposed this initially, and now faculty is taking ownership of this proposal, and c) faculty have endeavored to revise this proposal to address previous issues brought up regarding an earlier version.

4. Follow-up on "Faculty Demographic Concerns"

The meeting had run out of time, however Ginorio noted that following up to the Faculty Demographic Concerns resolution at the Faculty Senate was high on the Council's agenda.

5. Follow-up on items listed on previous meeting

Ginorio briefly recapitulated the topics which the Council had proposed to address this year:

- a. Impact on existing courses of diversity requirement, if approved
- b. Online Undergraduate Degree Completion Initiative
- c. Graduate School: students of color, numbers & experiences
- d. FCWA mentoring memos
- e. Faculty Salary Policy
- f. Item in application to UW re: misdemeanor or felony, or been disciplined by any school & unequal impact

Ginorio noted that both Torrey Tiburzi, Director of the UW Office of Equal Opportunity and Affirmative Action, and Gino Eisenberg would be invited to future FCMA meetings. Eisenberg has performed interviews with stakeholders on the experience of graduate students of color.

6. Adjourn

The meeting was adjourned by Chair Ginorio at 5:04 p.m.

Minutes by Jay Freistadt, Faculty Council Support Analyst. jayf@u.washington.edu

Present: **Faculty:** Ginorio (Chair), Barria, Reyes, Rubio, Wilgerodt
 President's Designee: Fraga
 Ex-Officio Reps: Rodríguez
 Guests: Shangé Purnell, Jennifer Gibbons

Absent: **Faculty:** Chapman, Flores, Harris (on-leave), Takeuchi (Sabbatical), Yang
 Ex-Officio Reps: Lillard, Lobo

Revised Diversity Credit Requirement Proposal
Prepared by the UW Student Diversity Coalition
Submitted to the Faculty Council on Multicultural Affairs on 3 January and revised by FCMA at its 24
January, 2013 meeting

This proposal for a diversity requirement represents revisions in the original proposal submitted to the Faculty Council on Academic Standards on January 3, 2012. The revised proposal responds to the issues raised during consideration by the FCAS Subcommittee on Admissions and Graduation.

Rationale

One of the stated goals of the University of Washington is to produce respectful, educated global citizens ready to address “the world’s most pressing challenges.” Students must be enabled to “expand their world views to better understand their responsibilities as members of an increasingly interconnected and global society,” a central value of the University of Washington.¹

A diversity requirement will assist students to graduate with a better understanding of diverse cultures and perspectives on global society. It will foster critical and analytic thinking, challenge students to evaluate assumptions and behaviors, and encourage a vibrant intellectual community free of bias and prejudice.

Students will also develop the skills they need to interact effectively and engage diverse perspectives and backgrounds both in the workplace and in day-to-day life and assume responsibilities associated with global citizenship. In addition, students will need to graduate with a broader knowledge of different communities and with the skill set to communicate across differences among co-workers, colleagues, and customers.

The Proposal

As part of the General Education Requirements, undergraduate students at the University of Washington will be required to take one course (3 credits, minimum) focused on diversity from a list of approved courses, all of which satisfy other Area of Knowledge Requirements. No additional credits will be added to those needed for graduation with a bachelor's degree. Courses approved to meet this requirement would have greater than 50% of the content focused on one or more aspects of US and/or global diversity.

"Diversity" is a general term used here to cover a wide variety of courses across the disciplines; courses that focus on race, class, gender, gender identity, nationality, sexuality, ethnicity, ability, religion, and age. UW documents, such as the diversity minors at UW Bothell and UW Seattle, provide examples of such courses. Courses in various departments cover topics such as the histories, cultures, and experiences of people of diverse backgrounds; social justice and global issues related to diversity; the

effects of institutions—government, education, science, politics—on diverse individuals and groups; thinking critically about power, inequality, marginality, and social movements; and communicating effectively across differences. The definition of diversity aligns with those definitions used for requirements at other State of Washington higher education institutions.

Implementation Considerations²:

The Provost's Diversity Task Force reviewed existing courses and identified a list of courses that will meet this requirement. New courses will meet this requirement if the corresponding body approving such courses (i.e. School or College Curriculum Committee) finds that it has 50% or greater content, which provides students with a better understanding on diverse cultures and perspectives on global society. This will be determined from both: a) inclusion of this emphasis within the courses' learning goals, and b) a statement and justification on how it addresses diverse cultures and perspectives on global society from the faculty member proposing the course.

Availability of seats: There were approximately 200 courses taught on the Seattle campus during the 2011-2012 year meeting the above definition. These courses had a total of 23,000 seats available to students and many were not filled.

Additional credit-bearing opportunities, such as certain study abroad, service learning, or research experiences will also add to existing courses. The Task Force on Diversity in Undergraduate Learning is currently working with faculty in academic units to develop more course options in all schools and colleges with undergraduate curricula.

Diversity Course Designation: The Office of the Registrar has stated it is possible to add a designation to each course on the list. The letter "D" is not available, as it designates Distance Learning format on the University Time Schedule. . The rubric DI is recommended by FCMA.

Transfer Issues: Most state of Washington community colleges (all except 7) have a diversity requirement. Those that do not have a requirement do have approved courses about diversity which their students can choose to satisfy diversity requirements at other four-year institutions in the state, such as Washington State University.

Online Courses: A sufficient number of online classes that satisfy the diversity requirement will have to be created for students who fulfill degree requirements online.

Phasing in the Requirement: An appropriate phase-in time (two – three years) will allow additional courses to be created in those colleges or departments who may choose to do so, courses to be approved and designated in the catalog, and notification of the requirement to prospective students.

¹ "Discover the University of Washington." *University of Washington*. N.p., n.d. Web. 01 Mar 2012.

² Prepared with the assistance of Betty Schmitz, Adviser, UW Student Diversity Coalition, Co-chair, Task Force on Diversity in Undergraduate Learning.