

**Committee on Diversity
2016-2017 Annual Report to the Faculty Senate**

Committee on Diversity Members

Michael Benitez (Chief Diversity Officer, Dean of Diversity and Inclusion), Amanda Diaz (student representative), Chad Gunderson, Mark Harpring, Shen-yi Liao, Grace Livingston, Vivie Ngyuen (Director, Office of Intercultural Engagement), Stuart Smithers, Yvonne Swinth (Fall 2016 only), Kirsten Wilbur (chair), Sheryl Zylstra

Senate Liaison: Gwynne Brown

Submitted: May 5, 2017

Charges from Faculty Senate:

1. In collaboration with International Education Committee and the Student Life Committee, develop recommendations for how Puget Sound can best recruit, welcome and support international students.
2. Examine responses to Question 6 of the Department and Program Curriculum Review (“In what ways does the curriculum in your department, school, or program reflect the diversity of our society?”), evaluate whether the question elicits productive reflection on how best to support diversity in the curriculum, and propose to the curriculum Committee, if desired, revised wording of the question.
3. Develop and implement a strategy to educate students about bias in course evaluations.

Committee Duties and Activities

Duties per Faculty Bylaws (1-8) and Senate Charges (C1-C5)	Committee Activities
1. To serve the university’s goal of increasing the social diversity of the campus.	--See numbers 2-8 below.
2. To participate in the development of initiatives that enable the university to hire new faculty from historically under-represented populations and to support better the retention and success of such faculty.	<p>--Diversity Liaison Percent of departments conducting tenure line searches that designated a diversity liaison: All departments designated a diversity liaison. There were a total of 10 searches, with one ending in a failed search. Self-identified by sex: 4 men; 5 women Self-identified by race/ethnicity: 2 white; 7 non-white</p> <p>See Charge 2.</p>
3. To work with the President, Vice-Presidents, and the Chief Diversity Officer concerning diversity initiatives that can benefit from faculty presence and leadership, as needed.	Building on the recommendations of the CoD from last year (AY1516), the committee has supported discussions of campus issues and programs related to diversity and the Diversity Strategic Plan, <i>Threshold 2020</i> . These discussions are known as <i>Campus Climate Conversations</i> . The discussions are seen as a way to increase staff and

	<p>faculty awareness and offer platforms for connected engagement.</p> <p>See also Charge 4.</p>
<p>4. To establish liaisons with key university units including staff and student diversity groups to assess strategic needs and work collaboratively in diversity-related initiatives, as needed.</p>	<p>The CoD collaborates with and works to support the work of DAC (CoD members Livingston and Gunderson), BHERT (Ngyuen and Smithers), the Sexual and Gender Violence Committee (SGVC- Zylstra), Office of Student Life (Harpring), and the Chief Diversity Officer (CDO).</p> <p>See also Charge 5.</p>
<p>5. To work with colleagues to maintain an educational environment that welcomes and supports diversity even as it protects and assures the rights of academic freedom outlined in the Faculty Code.</p>	<p>The CoD brought forward an agenda item to be discussed at the last faculty meeting of the AY1617. The agenda item (Statement of Clarification from the Committee on Diversity Re: Discussion of the Email: “Freedom of Expression and Assembly at Puget Sound”) expressed concern with the interpretation and application of policy re: campus protests and demonstrations sent in an email to the campus community on 3/30/17. The CoD sought to promote discussion about the core values of this institution, such as diversity and academic freedom.</p> <p>Additionally, members of the CoD attended a meeting with peer evaluators during their evaluation visit on April 18, 2017.</p>
<p>6. To activate annually a group of faculty, staff and students what will review aggregate data about patterns of bias and hate in our campus community with the purpose of creating educational opportunities for reflection and dialogue.</p>	<p>Smithers serves as the CoD representative on BHERT.</p>
<p>7. To report annually to the Faculty Senate on the committee’s work related to diversity goals 1-6 and Senate Charges.</p>	<p>This document is our annual report.</p>
<p>C1.In collaboration with International Education Committee and the Student Life Committee, develop</p>	<p>The CoD has contacted Diane Kelley, chair of the IEC and the IEC requests that the CoD continue with this charge next year as they have formed a sub-committee to research where the campus is in terms of recruitment</p>

<p>recommendations for how Puget Sound can best recruit, welcome and support international students.</p>	<p>which is handled by the Admissions office and is expected to shift with the new VP in place. The IEC is also waiting to hear from current international students and peer institutions. The CoD is prepared to address and support as able the work of the IEC and SLC once information and a direction have been established.</p> <p>The CoD has discussed a concern that international students should not be used as an enhancement measure to fulfill the university's goals of having a diverse student body and that a conversation with the Admissions office needs to center on what diversity means with regard to recruitment and retention of international students. We recommend that there be an alignment with the Campus Strategic Plan when planning to admit international students and consideration be given regarding which of the Campus Strategic Plan goals does admission of international students best align with. The CoD also hopes for a meeting with the Admissions office in the future to learn about their current plans, strategies and initiatives regarding international students.</p> <p>Finally, the CoD is supportive of the efforts of faculty and staff who supported international partnerships to cultivate diversity among the student body (see Threshold 2022: Cultivating a Culture of Inclusive Excellence; 2016 Annual Report, p. 3).</p>
<p>C2. Examine responses to Question 6 of the Department and Program Curriculum Review (“In what ways does the curriculum in your department, school, or program reflect the diversity of our society?”), evaluate whether the question elicits productive reflection on how best to support diversity in the curriculum, and propose to the curriculum Committee, if desired, revised wording of the question.</p>	<p>The CoD reviewed the Five Year department review documents from 2014 – 2016 along with KNOW Fall 2015 reflections. The committee found that there was a wide range of responses to the question of addressing diversity and that perhaps a more standard definition of diversity be part of Question #6. In addition, the CoD believed that the department review and Question #6 need to align with the campus Diversity Strategic Plan and answer the question: ‘How are we pedagogically accountable to each other?’</p> <p>The committee is recommending the following wording of Question #6 to the Curriculum Committee in order to reflect the CoD’s concerns:</p> <p><i>The work of diversity at Puget Sound seeks to account for and redress deeply embedded historical practices and legacies, forms of cultural and social representation, and institutional policies and processes that can systematically exclude groups or individuals from full participation in</i></p>

higher education and the considerable benefits it offers.
(Threshold 2022: Cultivating a Culture of Inclusive Excellence;
2016 Annual Report, p. 1)

Diversity includes attention to identity characteristics such as age, disability, sex, race, ethnicity, religion/spiritual tradition, gender identity and expression, sexual identity, veteran status, job status or socioeconomic class, nation of origin, language spoken, documentation status, personal appearance and political beliefs.

Diversity also includes attention to processes such as design of the curriculum, hiring and retention practices, assessment of performance, budgeting, and any other day-to-day decisions made within the institution.

How does your department, school, or program demonstrate diversity as defined?

ADDENDUM NOTE

Given the history surrounding this question, the committee on diversity was especially intentional and conscientious about its formulation. To start from a relatively uncontroversial starting point, we took the language concerning diversity straight from the institution's public commitment. The only change we made is to eliminate phrases (e.g. admissions policies and practices) that are not directly relevant to curriculum review.

Nevertheless, we do want to give examples to guide departments and programs as they consider whether they have demonstrated diversity in their processes:

- *design of the curriculum* includes, for example, the courses offered, the types of texts assigned, and other curricular activities outside of official courses or the classroom
- *hiring and retention practices* includes, for example, hiring and retention of faculty, retention of students in the institution, and retention of students in the program
- *assessment of performance includes*, for example, the range of grading, feedback and assignment practices used for students, and the student and faculty peer evaluations for faculty
- *day-to-day decisions* include, for example, making scholarship information available, advising, ...

Efforts to connect with the chair of the CC were not responded to.

	<p>Finally, the CoD has concerns regarding how the department reviews are being used and if it is a reflective process for faculty. Is Question #6 worth asking? Our committee also discovered that this charge has been a part of the CoD's charges for several years, with different recommendations regarding the phrasing of Question #6. Additionally, there appears to be continued debate over a department's role in addressing its responsibility for diversity beyond curriculum and pedagogy. It is the CoD's recommendation that a departmental review address not only how the department responds to the curricular aspects of promoting diversity, but that each department, program and school also address how they are responding to the campus Diversity Strategic Plan with regards to retention of students, and recruitment and retention of faculty as they relate to Puget Sound's definition of diversity and the goals of the Diversity Strategic Plan.</p> <p>The committee also has concern that the department reviews are now moving from every 5 years to every 7 years, making it difficult to enact change around diversity initiatives.</p> <p>The CoD is recommending that perhaps departments could reflect on a diversity question each year or that departments be asked to focus on one department objective in detail each year as part of their annual assessment review, and that as part of that rotation focus be placed on Question #6 one out of the seven years.</p>
<p>C3. Develop and implement a strategy to educate students about bias in course evaluations.</p>	<p>Jennifer Neighbors, chair of the PSC, met with the CoD in November 2016 and reported on the current state of changes to course evaluations. Discussion centered on the need for formal and systematic education around bias to occur with faculty, staff, and students. This educational response should begin with faculty first and it is suggested that an emphasis be put on finding ways to include students in the process. Additionally, the use of faculty and student workshops and forums could be used to increase awareness of bias in course evaluations. The CoD also emphasized the importance of using the most recent Campus Climate Survey to attend to student responses regarding their experience with the bias of faculty in the classroom. The CoD offered to draft introductory language for the administration of evaluations once the PSC decided how to proceed.</p> <p>At the end of Sp17 the PSC reported that for now they plan to create a repository on SoundNet to inform faculty on topics related to bias in academia. The CoD is being</p>

	<p>asked to support this plan by adding articles/research literature to the repository.</p> <p>The CoD continues to believe that there needs to be a more systemic education on campus around bias and that discussion continue about the course evaluation document itself. Questions for continued consideration focus on whether to keep the document or discard, and the value associated with course evaluations in faculty promotions. The CoD supports the need for the committee's role in addressing this issue. CoD can contribute to the development of an education strategy, but not lead it. If so, this should be our only charge for the entirety of one semester next year as this will take some heavy and intentional work.</p>
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Recommendations for charges to the CoD for 2017-2018:

1. Continue work with the PSC to support the need for addressing bias in course evaluations and contribute to the development of an education strategy if this is the decision of the PSC.
2. Continue to advocate for and support diversity-related campus initiatives that could benefit from the support of standing committees of the faculty.
3. Support and assist as needed with the Spring 2018 Campus Climate Survey and upcoming University Strategic Plan process.