

**Committee on Diversity
Minutes
April 9, 2012**

Committee Members Present: Lisa Ferrari, Kim Bobby, Michel Rocchi, Wesley Dang, Zaixin Hong, Kurt Walls, Czarina Ramsay, Megan Sykes, Susan Owen, Amy Ryken, Margi Nowak

The meeting was called to order by chair Ryken at exactly 8:00 a.m. (really!) Nowak was appointed as the minute-taker. The minutes of the March 26 meeting were reviewed, and, after some minor tweaking, approved.

I – Announcements:

- Dialog on Trayvon, Part II will take place in the Rotunda at 5 pm April 10, with the intention being to engage students to reflect on how racial profiling might be occurring on our own campus
- Puget Sound Night at the Tacoma Art Museum to view that HIDE/SEEK exhibit will take place Thursday April 12 6- 8 pm
- Featured speakers for two diversity-related graduation celebrations were announced:
 - WA State Rep. Laurie Jenkins (Puget Sound → SU Law School graduate): Lavender Graduates Celebration, Friday May 11, 4 pm, Rotunda
 - Yusuf Word (2009 Puget Sound alum): Graduates of Color Celebration, Saturday May 12, 4 pm, Rotunda

II – Memo to the Curriculum Committee (“Diversity and Puget Sound Curriculum”)

See Attachment A

- Review and Discussion:
 - List of diversity-related courses (spreadsheet and summary of patterns; see <http://www.pugetsound.edu/academics/diversity-curriculum>)
 - Diversity Committee’s recommendation re the 5-year curriculum/program review questions about diversity:
 - Change the question to read: “How does your department, school, or program engage diversity in relation to recruitment, curriculum, pedagogy, professional membership/career trajectories, and/or in interactions with students?”
 - Diversity Committee’s recommendation re integrating of a diversity component into core or graduation requirements:
 - This would be challenging...
 - Cross-campus collaboration would be needed...
- Send summary memo to the curriculum committee. (M/S/Approved)

III – Review and Discussion of the 2011-2012 Annual Report to the Senate

See Attachment B

- Review and Discussion of the Committee’s charges and accomplishments this year
 - Serving the university’s goal of increasing the social diversity of the campus
 - Brief the discussion of the 8 points listed on the 3-page handout summarizing the Committee’s activities this year
 - “Other duties”:
 - campus climate survey
 - collaboration with the Curriculum Committee
 - solicitation, from faculty colleagues, of additional narratives about diversity-related issues and experiences in the classroom
- The committee discussed and recommended three charges for the 2012-2013 academic year.
 - Formulate recommendations for the Senate based on a review of faculty responses to the campus climate survey
 - Research whether and how peer and next step institutions integrate a diversity requirement in the curriculum

--Make recommendations to the Senate or full faculty about integrating a diversity component into the curriculum

- Send annual report to the senate. (M/S/Approved)

IV – Feedback regarding the Diversity Liaison Role

- Review and Discussion of the 6-page handout “Diversifying the Applicant Pool: Diversity Liaison and Search Chair Responses”
 - Questions:
 - What is the accountability structure?
 - How can HR participate, right from the start?
 - How to clarify the point that “Diversity means more than skin color”?
 - How to integrate feedback from faculty in various departments?
- Recommendation: Continue to ask departments conducting faculty searches to appoint a diversity liaison.

The meeting was adjourned at 8:55 a.m.

Respectfully submitted~

Margi Nowak

Attachment A

TO: Curriculum Committee (via Chair Barbara Warren)
FM: Committee on Diversity (via Chair Amy Ryken)
RE: Senate Charge to the Committee on Diversity for 2011-2012 “to collaborate with Curriculum Committee as it explores integration of diversity component into core or graduation requirements”

April 9, 2012

In keeping with the spirit of the Senate charge, the Committee on Diversity has discussed three institutional approaches to diversity and the curriculum: (1) a list of diversity-related courses; (2) the 5-year curriculum/program review question about diversity; and (3) integration of a diversity component into core or graduation requirements. Below we share our key discussion points and recommend that the Curriculum Committee revise the question used in the 5-year curriculum/program review process.

1. 5-Year Curriculum/Program Review Question about Diversity

Currently as a part of the 5-year curriculum review process, departments respond to the question, “In what ways does the curriculum in your department, school, or program reflect the diversity of our society?” Committee on Diversity members discussed the broad and ambiguous nature of the question and the range of responses received from departments. We noted that some departments or schools might view their academic content as exclusive of issues of diversity and might find the question, as currently worded, threatening rather than invitational. **We recommend that the question be changed to read, “How does your department, school, or program engage diversity in relation to recruitment, curriculum, pedagogy, professional membership/career trajectories, and/or in interactions with students?”** We believe this question offers departments more guidance about possible responses.

2. Integrate Diversity Component into Core or Graduation Requirements

Committee on Diversity members noted that the diversity-related course list provides some information about existing offerings on campus and that the campus definition of social diversity could provide a useful framework for guiding such an initiative. The Committee on Diversity believes there would be significant challenges to altering the core to add a diversity requirement; in particular, garnering support of the full faculty and having a consistent, broad and meaningful offering of courses. Committee on Diversity members posed a number of questions to be considered should the Curriculum Committee explore integrating a diversity component into the core or graduation requirements.

- Does a diversity requirement reinforce a checklist, rather than ongoing growth, stance toward cultural competency and questions of social diversity and equity?
- How would courses be evaluated for whether or not they significantly address questions of social diversity?
- How might partnerships with Academic Advising be used to make students aware of existing courses?

The Committee on Diversity is willing to collaborate with the Curriculum Committee on this initiative when the committee is able to take up this charge.

3. Diversity-Related Course List

In 2009-2010 the Diversity Advisory Council inventoried the Puget Sound curriculum for courses that addressed issues of social diversity (self-identified by faculty teaching the courses). See the complete list at: <http://www.pugetsound.edu/academics/diversity-curriculum/> For an analysis of patterns made visible by the list see page 3. The Committee on Diversity members discussed strengths and limitations of this approach.

Strengths	Limitations
--the categories listed align with the campus definition of social diversity --the list gives a baseline picture of how faculty members view their courses in relation to diversity content	--list is outdated and challenging to update on a regular basis --it is not clear who looks at or uses the list --it is unclear what depth of coverage is offered in each of the courses listed

Summary of Patterns: Diversity-Related Curriculum List

Departments Represented on List (number of courses noted)	Departments Not Represented on List
African American Studies (4) Art (14) Asian Languages & Cultures Asian Studies (2) Business Leadership (2) Classics (4) Communication Studies (8) Comparative Sociology (12) Economics (4) Education (1) English (18) Foreign Languages and Literature (9) Chinese (2), French (4), German (3) Japanese (1), Spanish (13) Gender Studies (2) History (20) Honors (2) Humanities (3) International Political Economy (6) Latin American Studies (1) Music (1) Philosophy (2) Politics and Government (12) Religion (32) Science, Technology & Society (3) Theatre Arts (1) Connections Courses (12)	Biology and Molecular Biology Biology Chemistry Environmental Policy and Decision Making Exercise Science Geology Global Development Studies Mathematics and Computer Science Natural Science Neuroscience Physical Education Physics Psychology

Area of Social Diversity Addressed	Number or Courses Percentage of Courses on the List
Race	44/198 22%
Ethnicity	119/198 60%
Religion	55/198* 27%
Sexuality	16/198 8%
Gender	48/198** 24%
Disability	4/198 12%
Class	46/198 23%
International	124/198 63%
Age	0/198 0%

*(31/55 (56%) are offered by the Religion Dept.)

** (2/48 (4%) are offered by Gender Studies)

Attachment B

**Committee on Diversity
2011-2012 Annual Report to the Faculty Senate**

Committee Members

Kim Bobby, Westley Dang (student member), Lisa Ferrari, Pepa Lago-Grana, Nadav Heman (student member, Fall 2011), Zaixin Hong, Mark Martin (Fall 2011), Margi Nowak, Susan Owen, Michel Rocchi, Czarina Ramsay, Amy Ryken (chair), Megan Sykes (student member), Kurt Walls

Senate Liaison

Gareth Barkin

Committee Activities

Committee Responsibilities Faculty Bylaws and Senate Charges	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>--Amy Ryken collaborated with Dean Bartanen to add to search guidelines for hiring departments encouraging that each faculty search committee designate a diversity liaison. 10/12 (83%) departments conducting tenure line searches designated a diversity liaison.</p> <p>--The committee met with Cindy Matern, Associate Vice President for Human Resources, to discuss how to provide support for faculty serving in the diversity liaison role on search committees and processes for interviewing, hiring, and retaining faculty who contribute to Puget Sound's stated diversity-related goals.</p> <p>--The committee developed post search follow-up questions for search chairs and diversity liaisons. Dean Bartanen solicited responses. The committee reviewed responses and made recommendations for better supporting the work of diversity liaisons next year.</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.	<p>--Amy Ryken serves as the Committee on Diversity representative on the Diversity Advisory Council (DAC).</p> <p>--The committee has worked collaboratively with the Academic Vice President and the Chief Diversity officer in the creation and review of the diversity liaison role.</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 committee collaborates with and works to support the work of DAC, BERT, CWTL, the Chief Diversity Officer, and Multicultural Student Services. --A sub-committee including Zaixin Hong, Pepa Lago-Grana, Lisa Ferrari, and Amy Ryken reviewed how gender is framed as a binary choice (male or female) on Cascade and within institutional reporting. The sub-committee acknowledged the tension of allowing individuals to self identify in a broad range of ways versus having consistent categories for institutional analysis. The Committee on Diversity made recommendations about gender identity designations to the Director of Institutional Research and the Associate Vice President of Technology Services to be considered during the ERP transition process.</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>--Kim Bobby and Margi Nowak facilitated a workshop for new faculty focused on using teaching narratives written by Puget Sound Faculty members on unintended moments of student spotlighting. --The committee reviewed and provided feedback on the "What is Cultural Competence?" reflection guide which is used during new staff orientation and departmental workshops. Kim Bobby and Amy Ryken revised the guide to incorporate the suggested changes. --The committee worked to increase the number of faculty narratives by inviting submissions from faculty colleagues. --Kim Bobby and Amy Ryken helped plan two CWTL dialogues. Fall 2011: "What is Cultural Competency?" Spring 2012: "Challenges and Opportunities of Engaging Diversity in the Curriculum"</p>
<p>6. To activate annually a group of faculty, staff and students that 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>--BERT was activated in September 2011. Pepa Lago-Grana and Margi Nowak serve as the Committee on Diversity representatives on BERT.</p>
<p>7. To report annually to the Faculty Senate on the committee's work related to diversity goals 1-6.</p>	<p>--This document is our annual report.</p>

<p>8. Such other duties as may be assigned to it by the Faculty Senate.</p> <p>--Charge 1: to systematically gather information about faculty attitudes on hiring and retention of faculty and to develop recommendations for the recruitment and retention of new faculty from historically under-represented populations;</p> <p>--Charge 2: to increase awareness of and participation in the ongoing efforts with the campus climate survey;</p> <p>--Charge 3: to collaborate with Curriculum Committee as it explores integration of diversity component into core or graduation requirements;</p> <p>--Charge 4: to expand the collection of faculty narratives about diversity-related issues and experiences in the classroom.</p>	<p>--Charge 1: See number 2 above.</p> <p>--Charge 2: The committee reviewed and provided feedback on a draft of the campus climate survey before it was administered to campus community members. The committee made recommendations about how to promote the survey on campus.</p> <p>--Charge 3: The committee discussed three institutional approaches to diversity and the curriculum: (1) a list of diversity-related courses; (2) the 5-year curriculum/program review question about diversity; and (3) integration of a diversity component into core or graduation requirements. The committee recommended that the Curriculum Committee revise the question used in the 5-year curriculum/program review process to read, "How does your department, school, or program engage diversity in relation to recruitment, curriculum, pedagogy, professional membership/career trajectories, and/or in interactions with students?"</p> <p>--Charge 4: The committee solicited additional narratives from faculty colleagues.</p>
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Dilemmas of Committee Work

This committee's responsibilities are described by three broad areas of focus: 1) develop initiatives to support the hiring and retention of faculty from historically underrepresented groups, 2) support campus diversity efforts, and 3) create liaisons with diversity groups on campus. Much of the committee's work is shaped in relationship to a range of diversity initiatives across campus and involves discussing, and honestly grappling with, the dilemmas of how social diversity is experienced and lived on campus. Below are examples of the kinds of questions and dilemmas the committee engages:

- Is it possible to be “not ethnocentric”?
- Does this framing of diversity essentialize or negate a more complex understanding of culture?
- How can we determine the thin line between irony and hate speech?
- How can we balance community standards and individualism? How do specific identity groups experience the campus climate?
- How does the campus community member identify who is asking for demographic/identity information and why? What do we want to get from the info and why?

Suggested Charges for 2012-2013

--Formulate recommendations for the Senate based on a review of faculty responses to the campus climate survey

--Research whether and how peer and next step institutions integrate a diversity requirement in the curriculum

--Make recommendations to the Senate or full faculty about integrating a diversity component into the curriculum