

Committee on Diversity (COD) Minutes
March 28, 2014

Committee members in attendance: Czarina Ramsay, Amy Ryken (Chair), Hannah Smith (student member), George Tomlin, Mike Valentine, Carolyn Weisz.

Meeting called to order by Amy Ryken at 2:00 pm.

Announcements:

- Members of Puget Sound will be participating in a rally on April 5th as part of the [#Not1more Deportation campaign](#). Vans will be available if members of campus want a ride.
- The CWLT will host an event this Thursday to help students envision poster proposals for the Race and Pedagogy National Conference.
- Gender Studies student presentations will take place May 6th including presentations by COD member Hannah Smith, and past student member Ryan Coleman.

The meeting minutes of March 13, 2014, were approved.

The Committee reviewed a draft of the COD end of year report that Chair Ryken had prepared for the Senate. It was decided that the climate survey report should be attached to the document if possible. Discussion focused on suggestions for Senate charges to the COD for next year. The committee recommended that the Senate charge the COD in 2014-2015 to “Support implementation of the Knowledge, Identity, and Power (KNOW) proposal if passed” and to “Support the 2014 National Race and Pedagogy Conference.”

The COD felt it would be useful for the COD to continue soliciting feedback from departments about their experiences with diversity liaisons in faculty searches, especially since some departments would be using the liaisons for the first time.

There was discussion of the meeting with the Faculty Curriculum Committee scheduled for Monday, April 7, to discuss recent changes the Curriculum Committee made to Question 6 of the 5-year curriculum review guidelines (see Appendix for memo sent by the COD to the Curriculum Committee). George Tomlin, Mike Valentine, and Carolyn Weisz will represent the COD at the meeting (schedule conflicts prevent the other COD members from attending). They will share key points from the COD discussion at its previous meeting (March 13, 2014) noting especially that the 5-year curriculum review process provides a systematic opportunity for reflection about connections between curriculum and the University’s diversity strategic plan, particularly goals related to faculty retention and those that connect issues of curriculum/pedagogy to campus climate and student recruitment and retention. The COD also recommended that the Senate charge both the COD and Curriculum Committee to collaborate next year to consider strategies for supporting and reviewing department responses to Question 6.

Next the committee discussed the KNOW proposal vote that occurred at the March 25,

2014 Faculty Meeting and raised questions about the process of electronic voting. COD committee members reported having been approached by colleagues who have asked the following questions: When will the vote occur? Who is overseeing the vote? Will the vote count be shared? How can I get information about the proposal?

Committee members discussed the tension between providing too much framing and not enough framing in relation to the vote. Members discussed information that might be included with the ballot and recommended that the ballot should include links to minutes of the March 25, 2014 faculty meeting and to the SoundNet site where information about development of the KNOW proposal has been posted. Committee members asked that Ryken share the COD's concerns and recommendations with whomever are overseeing the vote.

Ryken reported that she had been contacted by the *Trail* for information about the Faculty Meeting and the outcome of the vote. She noted that students are really interested in the process and the *Trail* plans to continue running articles each week as long as there is information to share.

The committee next discussed two recent public letters by students that address challenges of campus and classroom climate for marginalized students: A Public Letter Written to the Faculty and Administration of the University of Puget Sound written by Mariana Molina (published in The Trail and Wetlands Magazine online) and When Allies Fail: An Open Letter to the University Community written by C. J. Queirolo (published in Wetlands Magazine online).

Members of the COD commended both of these students for having the strength and courage to speak back to silence, to question institutional and classroom norms, and to challenge the campus community to take collective responsibility to create an inclusive campus climate. The committee noted the importance of its own role in considering ways to raise faculty awareness about student experiences and perspectives as they relate to issues of identity, classroom climate, and institutional responses. The relation of these letters to some of the qualitative comments in the climate survey was noted. The COD suggested recommending to the Faculty Senate that the COD be charged to host discussions with faculty in the 2014-2015 academic year to discuss classroom and campus climate. It was also decided that Ryken would a) forward the letters to the Faculty Senate and ask that the Senate read and discuss them, b) request that both letters be distributed by the Dean of Diversity and Inclusion to the campus wide community accompanied by a statement from the University administration acknowledging the students' lived realities on campus, and c) respond to the Trail to acknowledge that the COD read and discussed the letters and responded by recommending that members of the campus community discuss the letters (see Appendix B for a copy of the letter sent to the *Trail*).

Meeting adjourned at 3:00 pm.

Respectfully submitted,
Carolyn Weisz

Appendix A

TO: Lisa Johnson, Chair, Curriculum Committee
Brad Dillman, Chair, Faculty Senate
Ariela Tubert, Senate Liaison to the Committee on Diversity
FM: Amy Ryken, Chair, Committee on Diversity
March 11, 2014

On March 7, 2014, the Committee of Diversity (COD) discussed the Curriculum Committee's (CC) discussion of and motion to change the 5-year curriculum review question (see: <http://www.pugetsound.edu/files/resources/cur-2014-02-24.pdf>).

The CC is in a key position to support the university to advance the goals articulated in the diversity statement and strategic plan. The required 5-year curriculum review is a strategic and systematic process that invites all departments, schools, and programs to evaluate their efforts in relation to many goals articulated in the university mission statement, curriculum statement, and the diversity strategic plan. In Spring 2012 the COD analyzed all department, school and program responses to question #6 and collaborated with the CC to alter the question by making it more specific to support departments in considering ways that curricular content and pedagogy relates to the University's stated Diversity goals, including faculty recruitment and the retention of underrepresented faculty and students.

The COD is concerned that the approved re-wording of the question does not support departments, schools, and programs to intentionally reflect on curriculum broadly defined and in particular on the recruitment and retention of faculty. The Faculty bylaws charge the COD (Section 6 H.b.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.

Higher Education best practices literature highlights that:

-- institutions are not doing enough to assure accountability in hiring practices even though literature points to the importance of formalizing and centralizing diversity,
--intentionally recruiting and retaining a representation of diverse faculty is a significant element to cultivating a welcoming campus community that addresses the challenges faced by underrepresented and minoritized faculty, staff, and students of color.

Members of the COD's recommend that question #6 be revised to:

M/S/P (unanimous): How does your department, school, or program engage the university's Diversity Statement in regard to curriculum, pedagogy, retention of students, and recruitment and retention of faculty?

Members of the COD are willing to meet and discuss this important issue with the CC and Faculty Senate. If the 5-year curriculum review is not viewed by the CC and/or the Senate as a central and strategic location to support engagement with questions of faculty retention and hiring, then the COD will recommend a required process during hiring cycles where all departments, schools, and programs review their structural diversity and consider actions to intentionally recruit and retain a representation of diverse faculty, including those related to the structure and delivery of curriculum. We believe, however, that the 5-year curriculum review would be a particularly useful place for this sort of forward-looking reflection and planning.

References

Turner, C. S. V. (2002). *Diversifying the faculty: A guidebook for search committees*. Washington, D.C.: Association of American Colleges and Universities

Williams., D. A. (2013). *Strategic diversity leadership: Activating change and transformation in higher education*. Sterling, VA: Stylus.

Umbach, P. "The Contribution of Faculty of Color to Undergraduate Education." *Research in Higher Education*, 47 (3), 2006.

Appendix B: Letter sent to *The Trail*
Response to Recent Public Letters

On March 28, 2014 the Committee on Diversity (COD), a standing committee of the Faculty Senate, discussed *A Public Letter Written to the Faculty and Administration of the University of Puget Sound* written by Mariana Molina (published in *The Trail* and *Wetlands Magazine* online) and *When Allies Fail: An Open Letter to the University Community* written by C. J. Queirolo (published in *Wetlands Magazine* online).

Members of the COD commend both of these students for having the strength and courage to speak back to silence and to question institutional and classroom norms. Both letters challenge our campus community to take collective responsibility to create an inclusive campus climate.

The COD is charged, “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.”

Three actions the COD are pursuing are

- 1) Forwarding the letters to the Faculty Senate and asking that the Senate read and discuss them
- 2) Requesting that the Dean of Diversity and Inclusion distribute both letters to the campus wide community. We recommend that letters be accompanied by a statement from the university administration acknowledging the students’ lived realities on campus.
- 3) Recommending to the Faculty Senate that the COD be charged to host discussions with faculty in the 2014-2015 academic year to discuss classroom and campus climate

We encourage all campus community members to read and discuss these letters

<http://wetlandsmagazine.com/2014/03/14/a-public-letter-to-the-faculty-and-administration-of-the-university-of-puget-sound/>

<http://wetlandsmagazine.com/2014/03/06/when-allies-fail-an-open-letter-to-the-university-community/>

Sincerely,

Michael Benitez, Chief Diversity Officer and Dean of Diversity and Inclusion

Heidi Orloff, Professor, Exercise Science

Czarina Ramsay, Director, Multicultural Student Services

Amy Ryken, Professor, School of Education & Chair, Committee on Diversity

Oriel María Siu, Assistant Professor, Department of Foreign Languages & Literature

Hannah Smith, Class of 2014

George Tomlin, Professor, School of Occupational Therapy

Jennifer Utrata, Assistant Professor, Sociology & Anthropology

Mike Valentine, Professor, Geology

Carolyn Weisz, Professor, Psychology