Division of Academic Affairs
Diversity Task Force
Wednesday, January 23, 2013
2-3:30 PM, Alumni Center Boardroom
Minutes

Present: Donald DeHayes, Laura Beauvais, Delores Walters, Cheryl Wilga, Marcia Morreirea, Michele Fontes-Barros, David Hayes, Mary Cloud, Peter Larsen, Lynne Derbyshire, Alycia Austen, Anita Jackson.

1. Announcements: Multicultural Faculty Apprentice Fellowship Request for Proposals coming out this week. Please encourage departments to apply. Delores Walters has offered to help departments develop proposals.

2. Meeting Minutes from 11-27-12 were approved.

3. Agenda was changed to discuss Item #4 on Gen Ed. Revisions first.

4. Gen Ed Revisions: Multicultural Competency
   a. How would we meet this need for a general education requirement?
   b. What kinds of courses may need to be developed or what kinds of models might we recommend?
   c. What kinds of faculty development will be needed to help implement this requirement?

One model might include a group of faculty teaching a large course of first-year students (60 to 200). One day might be a plenary session (film, lecture, speaker, etc.) and then the second class of the week conducted in recitation/discussion sessions (two instructors, TAs, etc.) that focused on the plenary session topic. Students can write reflective papers turned in before the recitation sessions and some of the points in the papers could be discussed in the recitation sessions. This was an efficient model that worked well.

Another model: three-four hour class: the first part can be a lecture and then the second half discussion with students broken into smaller groups in the room.

Concern is that faculty need to address a broad array of differences, not just race or ethnicity. Key might be to bring in the right speakers and readings. Having faculty who were not necessarily the “experts” demonstrated that all of us needed to learn.

Model out of University of Michigan—has some established curriculum. Facilitators must be able to handle the potential explosive moments—training will likely be required. However, we will increasingly need to be able to do this in all our classes as the diversity of our students expands over time.
Communication Studies has a good model of training TA’s to handle diversity curriculum and pedagogy in the COM 100 course.

Another model is the curriculum infusion model: major courses infuse the curriculum with diversity issues in that discipline. In this way, students are getting multiple levels of exposure to multicultural knowledge (both introduction and reinforcement at later levels).

Early exposure to multicultural concepts will end up changing the rest of the curriculum because students will demand it. Might be easier to start at the first-year general education level, and then the multicultural curriculum expands to the major level.

Maybe we should tie some initiatives together—Multicultural Faculty Fellow might be asked to contribute to the diversity curriculum.

We need to provide training to faculty to be competent in the classroom around these issues: faculty fellows program, focus on local diversity concerns.

We may need to do the research in our task force to have models ready to offer when the gen ed program comes to the senate for vote.

Maybe we could write up a one-page description of different methods/models to address faculty concerns on this issue.

We need to help faculty change the perception from this is “something to get through” to this is critical to our students’ learning. This will be a long process. We need to bring enough change among enough faculty to change the culture, which will take a long time.

Is there a way that a few people on the task force can pull together ideas in a white paper?

It was suggested that Subcommittee 2 develop this document and then bring it back to the task force. The ideas in this document can then be used by the Faculty Development subcommittee to develop training. The group will submit a draft at the next meeting. One suggested training for faculty might be a workshop by Lynne Derbyshire and Michele Fontes-Barros on how they developed and taught their Grand Challenge multicultural course.

Naomi and Laura discussed the evolution of efforts to bring about one day-event for dialogues on diversity. The event will use an open space forum that would have a few important questions that would guide discussions (which is not really an open space format).

Using open space format, people who are already invested in the issues will attend, but maybe not others. By throwing out the questions, it may attract people to come to the event. There could also be a variety of events for people—some more structured events, and some more unstructured events.

a. What is the goal for the day?
   i. Audience is faculty, staff, and students
   ii. Help form the university's mission around community, equity, and diversity
   iii. Exposure regarding these issues for the entire campus
   iv. Allows many people to participate
   v. Marketing and reaching out to all colleges
   vi. Needs to be designed to allow people to come and go