Division of Academic Affairs
Diversity Task Force
Thursday, February 28, 2013
2-3:30 PM, President’s Conference Room
Meeting Minutes

Present: Donald DeHayes, Aimee Phelps Lee, Delores Walters, Cheryl Wilga, Marilda Ovieta, Barb Silver, Naomi Thompson, Lynne Derbyshire, Tammy Vargas Warner, Karen Wishner, Jasmine Mena, Alycia Austen, Laura Beauvais, Betsy Cooper, Trish Morokoff, Kyle Kusz, David Hayes.

1. Approval of Meeting Minutes from 1-23-13: approved.


3. 20,000 Voices—Open Space Conference: Naomi Thompson. (handout provided). Counted over 300 people who attended; 235 watched through live stream. Approximately 18 break-out sessions where there were problems and solutions discussed. 18 issues boiled down to 12 that we will follow up on in the steering committee. Liaisons from the committee will work with groups to produce report on actions to take on May 2nd. Annemarie Vaccaro’s students in her OD course will work with groups to develop the reports.

“How do we create an inclusive pedagogy?” Received 50 votes and dovetails nicely with what this task force is working on. Students were excited about the event and wanted to talk about it further in class.


Lynne handed out learning objectives and course goals on developing a Cultural Competence 101 (see Appendix A). Discussed class sizes, the need
for training, and initial identification of people around campus who might be able to teach the course.

Can map these objectives, learning outcomes, and topics to the multicultural competencies that this task force endorsed several years ago. Also the Multicultural Enhancement Fund uses the competencies to provide funding for curricular developments.

Tammy is looking at the process of transformation of the curriculum and infusing courses with multiculturalism. The next phase of her project is looking at the perspectives and attitudes of faculty in curricular transformation. Preparation and education of faculty to teach content in this area is critically important. Can take the leap to just get started, but still need to help faculty develop these skills.

The Diversity Committee in the College of Nursing has created a blueprint for integrating cultural competency strategies with respect to race, ethnicity and LGBTQ into the undergraduate and graduate Nursing curriculum. This may be a model we would want to look at in developing curriculum in other areas.

Trish Morokoff has provided a draft of how to develop culturally competent faculty. Four two-hour workshops might be appropriate. (see Appendix B)

Having workshops would benefit all faculty in how they teach—maybe produce a certificate on cultural competence. Perhaps learning more about the process of pedagogical change would shed light on how we might help faculty change in this area.

The group that is working on pedagogy from the 20,000 Voices event can take these drafts and develop the faculty training programs.

Opportunity to develop a large lecture grand challenge course that would have different guest speakers.

Maybe we could develop an interdisciplinary minor in cultural competence.

Betsy, Lynne, Mailee, Cheryl, Kyle, Aimee, and Jasmine to work together to develop a draft of a minor.

5. Multicultural Enhancement Fund--program feedback and assessment: Alycia Austen, Anita Jackson, Jasmine Mena

Handed out the awards; timing changes so that the evaluation committee and the faculty have time to work on this initiative. Perhaps have the awards start in the new fiscal year so that faculty have the entire year to work.
Evaluation of initiative: reports, showcases, and the long-term impact of the initiative. Perhaps preferences will be given to those who have a solid evaluation and implementation plan.

Tammy's research is looking at faculty’s attitudes and perceptions regarding transformation of the curriculum. She will have her results in April and will present to the task force in a future meeting.

6. New Business
   a. Status of Campus Climate Survey: committee in CED will be soon launching a campus climate survey for students, staff, and faculty.
   b. Equity Council leadership: seeking faculty to become involved in the Equity Council. Please let Lynne know if you or someone you know

**Meeting Schedule for the Rest of the Semester**
March 27, Wednesday, 2-3:30, President’s Conference Room, Green Hall-- CANCELLED
April 25, Thursday, 2-3:30, President’s Conference Room, Green Hall

Link to website: [http://www.uri.edu/provost/planning/diversity.html](http://www.uri.edu/provost/planning/diversity.html)
Appendix A

Cultural Competence 101

Learning Objectives:

- Identify/analyze/explain human difference, including race, ethnicity, sex, gender, gender expression, sexual identity, social class, ableness
- Explain the social construction of human difference, including race, ethnicity, sex, gender, gender expression, sexual identity, social class, ableness
- Engage in thoughtful, critical discussion about controversial contemporary issues that stem from our constructions of race, ethnicity, sex, gender, gender expression, sexual identity, social class, ableness
- Identify microaggressions; cultural hegemony; social construction
- Explain how race/ethnicity, gender, and class influence life's opportunities and consequences

Course goals:

- Awareness of the meaning of diversity, prejudice, and discrimination
- Awareness of identity formation, and how our own identities and those of others affect attitudes and behavior
- Development of a multidisciplinary appreciation of diversity and its origins in American society
- Knowledge and understanding of power structures, privilege, and explicit and implicit prejudice and how they relate to American society, including within our university community
- Knowledge and understanding of the social construct of race and its social, political economic, and behavioral consequences
- Ability to carry out meaningful cross cultural discourse with people whose lives, experience, and ideas are different from our own
- Develop the capacity for deep understanding, reflection and empathy with regard to the experience of marginalized groups
- Analyze historical, legal and social factors that contribute to the construction of social difference, including legislation, court decisions, treaties, etc.

Topics to cover:

Privilege
Power
Identity
Race
Ethnicity
Sex
Gender, gender expression
Sexual Identity
Ability
Social Class
Social construction of difference
Discrimination
Prejudice
Oppression
Heteronormativity
Stigma
Double consciousness
Entitlement
Hegemony
Microaggressions

Understanding the real stories behind the stories.
Journaling

Lecture (larger) 100-125
Discussion Groups (smaller) 25?
Train the lecturer/discussion leaders workshops
Appendix B

Developing Culturally Competent Faculty

In order to be able to deliver a curriculum that includes general education courses on cultural competence, we need to ensure that faculty across all colleges have cultural competence knowledge and skills to teach courses on multicultural learning.

Following successful programs at other institutions (e.g. Ferguson, W.G., Keller, D. M., Haley, H., & Quirk, M. (2003). Developing culturally competent community faculty: A model program, *Academic Medicine, 78*, 1221-1228), we propose that workshops be offered to provide faculty training. The following are topics that could be considered for inclusion in these training workshops:

1. What is cultural competence? This would address training in the specific competencies identified in “A Framework for Multicultural Learning within the URI Community” including
   a. Awareness of the meaning of diversity and multiculturalism including affirmative action, prejudice, and discrimination
   b. Awareness of identity formation
   c. Recognizing commonalities and differences across cultures in American society
   d. Knowledge of power structures, privilege, and prejudice in American society and across diverse groups

2. Assessing competence: how to determine student’s level of competence and help students to understand their own social/cultural identities

3. How to teach multicultural competence, diversity and social justice including focus on how to change attitudes, understand one’s own identity, and identify assumptions we make about others.

4. How to teach diversity skills. This would involve role play and other experiential exercises for workshop attendees to develop skills in cross cultural discussion and difficult dialogues.

5. How to incorporate a range of teaching methods: lecture, large group role-play, small group role-play exercises, use of videos, out of classroom experiences
6. How to handle issues in the classroom including addressing previously unrecognized prejudices, responding to biased comments, dealing with emotional intensity, and creating a climate conducive to discussion (see Adams, M. Bell, L.A., & Griffin, P. (2007). *Teaching for Diversity and Social Justice*, Routledge, Ch. 16).

7. Examples of courses that have been successfully delivered at URI