

Diversity Curriculum Committee Notes of Discussion

August 26, 2019 11:20am- 11:25-12:40, SAS 434

Meeting called by: Ricardo Guthrie, Chair
 Type of meeting: Diversity Curriculum Committee
 Facilitator: Ricardo Guthrie/Christopher Paige
 Note taker: Barbara Branton

Voting members: Christopher Paige, Ricardo Guthrie, Ari Burford, Okim Kang, Rachel Tso, David Camacho, Joseph Martin, John Heick

Non-Voting members: Melinda Tremel,

Excused: Debra Edgerton

Agenda and notes of discussion

Topic	Discussion
Welcome	Ricardo Guthrie serving as chair. Call to Order Quorum was present.
Approval of Notes of Discussion	D. Camacho moved, J. Heick seconded to accept the April 29 minutes. Motion passed unanimously. The committee visited briefly about vacancies on the committee and noted requests have been made to the appropriate colleges.
DCC Membership/ welcome new members; Overview of DCC & Orientation of members	<p>Co-chair Guthrie walked members through the orientation, touching on the original Faculty Senate communications that led to the creation of the Diversity subcommittee and eventually the Diversity Curriculum Committee. While the committee cannot make recommendations about the quality of teaching, it does have the ability to verify the expertise of the faculty teaching the diversity designated courses. The committee also discussed ways to increase capacity, and how to influence hiring and retention. Some of this might be accomplished through the academic program review process. During the APR, departments can include interests on growth, initiatives, and incorporate or implement change. The DCC could make a proposal through administration to put some of these changes into the APR process in future years.</p> <p>Those programs with diversity-designated courses have asked for an opportunity to discuss the committee’s perspectives on content before submitting their syllabi under the APR process. This should happen in the fall 2019 review cycle.</p> <p>Members discussed a chart that represented the number of diversity designated courses by college and emphasis (Global or US Ethnic) and commented that a number of the colleges do not have any courses. Consensus is that several of the colleges may actually be teaching courses that could qualify or could qualify with a minimum of effort if the faculty teaching wished to pursue this. It was further observed that if NAU were not offering these courses and perspectives to our student body, why would our student body embody that demographic? While colleges are not mandated to offer diversity designated courses, it was suggested that all might want to consider developing some to help with enrollment and retention numbers and to emphasize courses that exemplify the student body. It might be helpful to meet with each college’s curriculum committee. The conversation also touched on strategic partnerships, logical departments that could provide diversity designated courses and the status of the original Global Learning Initiative. Members also mentioned that</p>

	<p>NAU is nearly to the percentage of Hispanic students to receive a Hispanic Serving Institution designation. Cross listing of courses and strategic hires for specific curriculum were mentioned. If members are going to work with other faculty to develop courses with a diversity designation, everyone needs to have an encouraging, positive and collegial approach. A concern about capacity was also raised. This might be addressed in some of the responses in the self-study if the questions were added to the APR. Different programs and their approach to accreditation affect some of the focus of courses and designations. It was acknowledged that nursing does provide a diversity module but that it is not designated under the US Ethnic or Global diversity designation. Other programs have lost the faculty who created the diversity-designated courses and there is a question about the capacity of the remaining faculty to continue teaching these courses. Many programs are being asked to continue to teach courses after the qualified faculty have moved on and when they try to rehire for specific courses/emphases are told no, you managed to make it work the first year, continue on. Long term this will diminish the offering for the student body. When possible, it is reasonable to connect the hiring concerns to the university strategic plan.</p> <p>Moving forward the committee can focus on the programs up for APR, how their courses are working, are there partnerships to develop or cross listing opportunities. Members have asked for some data points that will provide a profile of the majors taking the largest enrolled diversity designated courses. Are these students taking their courses within their college or outside their college? A list of the programs up for AY 19-20 review will be provided at the next meeting and a plan can be developed for reaching out to those programs to begin the conversation on the syllabi up for review.</p> <p>A brief overview of the course review forms was included. Members will become familiar with the forms as they begin the actual reviews, initially with Women's and Gender Studies syllabi submitted under the APR.</p>
<p>Wrap-up - Good of the order</p>	<p>Liberal Studies will be start a working group to consider the ABOR general ed requirements and how NAU can best fulfill those requirements. Diversity and inclusion are two elements of this new policy and the working group will seek the Diversity Curriculum Committee's insights and input.</p>
<p>Adjourned</p>	<p>The meeting adjourned at 12:40pm.</p>