Diversity Curriculum Review Committee (DCRC)
of the Faculty Senate Curricular Affairs Committee

Minutes
Thursday, December 15, 2016, 3:00 -4:30 p.m.
Waterman 427A

Present:  Alec Ewald (CAS), Holly Busier (HCOL), Amani Whitfield (CAS), Jonathan Sands (CEMS), Sue Kasser (CNHS), Evan Eyler (COM), Shana Haines (CESS).

Casting votes in absentia: Katherine Anderson (RSENR), Jackie Weinstock (CESS; CAC Chair’s Designate).

Absent: Thomas Macias (CAS; Provost appointed), Tao Sun (CALS), Joanne Pencak (GSB).

Guests: Brian Reed

The meeting was called to order at 3:10 p.m.

I. Review of minutes of the November 17, 2016 meeting. Sue Kasser moved to approve the minutes as written. The motion was seconded and carried.

II. Review of course proposals (“*” indicates votes cast in absentia.)

1. BSAD 127 (International Management), for the D2 designation. Shana Haines moved to approve BSAD 127 for D2 designation. Discussion.

   Approve: 6 (1*)    Oppose: 0    Abstain: 0

2. BSAD 196 (Special Topics: Contemporary Chinese Economy and Business), for the D2 designation. Amani Whitfield moved to approve BSAD 196 for D2 designation.

   Discussion. Courseleaf response was good, but content missing from the syllabus.
Motion amended to approve BSAD 196 for D2 designation contingent on some Courseleaf diversity-related material from the Courseleaf submission being added to the syllabus. Chair will talk with the instructor, receive a revised syllabus, and report back to the Committee.

Approve: 6  Oppose: 0  Abstain: 0

3. **HST 017** (North American Indian History), for the D1 designation. Sue Kasser moved to approve HST 017 for the D1 designation. Discussion.

Approve: 6 (1*)  Oppose: 0  Abstain: 0


Discussion. The narrative in Courseleaf is compelling, but the five course objectives did not have specific reference to the D2 objectives. Cultural-diversity related assignments should be labeled more specifically in the syllabus.

Approve: 0  Oppose: 7  Abstain: 0

Jonathan Sands moved to ask the instructor to revise and resubmit. Jonathan Sands withdrew his motion.

Chair will notify the instructor that the diversity statement for the course is compelling, and the instructor is encouraged to revise and resubmit with the D2 objectives more specifically woven into the syllabus.


Discussion. The course is focused on forest ecology and carbon, not the diversity of human experience.

Approve: 0  Oppose: 7 (1*)  Abstain: 0

III. Report on recent meeting with faculty and staff working in the Sustainability and First-Year Writing General Education requirements.

Alec Ewald reported that the chairs of the three General Education committees (Diversity, Sustainability, and Foundational Writing & Information Literacy) met with staff from the Provost’s office, the Registrar’s office, and the Faculty Senate to discuss the possibility of forming a General Education Committee. The potential benefit of a General Education Committee would be to create efficiency and consistency in areas such as transfer credit
requests, and support for the individual committees. There will be more meetings to determine if the efficiencies created by another committee would make it worth forming.

IV. **Process for assessing existing D1 courses – continued.** Alec Ewald presented draft text for a survey to be sent to all faculty listed as teaching a D1 course in the catalog now. The suggested survey tool is Lime Survey, or another tool that would also allow a syllabus to be attached to the response. Discussion included:

- Language and format of the tool to describe the reason for the survey, and the ease of completing the survey.
- Ability to create a database, or save information submitted, to demonstrate how the university is meeting the diversity requirement with reports that group and analyze the data. Alec will ask IT if it is possible to save information within Lime Survey to enable the submitter to review/revise at a later date. A conversation with Kerry Castano regarding the abilities of Courseleaf would inform this discussion.
- Discussion of how the DCRC would review the information submitted. Capacity questions – who would create the LimeSurvey instrument and generate results – are critical.
- The survey would be sent to the instructor of record; survey reminder email would go to the department chair as well as the instructor; ultimate consequence of not completing the survey would be de-listing.
- Discussion includes need to determine precise steps to be taken in various situations. For example, if an instructor has changed their course so it doesn’t fit competencies any longer, or has questions, what do they need to do?

This conversation will continue in January.

V. **Other business**

The Center for Teaching and Learning is hosting a panel discussion and open conversation on teaching D1 courses. The email invitation is copied below.

**Teaching D1 Classes: Faculty-to-Faculty Discussion**

Thursday, January 12 2017  
@ 9:30 AM-11:00 AM  
The Diversity Curriculum Review Committee and the Center for Teaching and Learning invite you to join us for a panel discussion and open conversation on teaching D1 classes. Our conversation will focus on strategies for managing common challenges facing D1 instructors, including creating and managing space for meaningful and sometimes difficult discussions; developing assignments that help student meet D1 outcomes; and contextualizing student pushback and course evaluations. Experienced D1 faculty will share their stories and insights in an informal panel, followed by open discussion. Faculty panel members include:  
Pablo Bose, Geography  
Cynthia Reyes, Education  
Sarah Turner, English  
This discussion is designed for all faculty teaching D1 classes, especially those faculty who are new to UVM.  
**Event details:**

- Contact: CTL@uvm.edu, (802)656-1155  
- Facilitated By: Jennifer Dickinson, Ctr for Teaching & Learning; Anthropology
• Location: Bailey Howe 303