UW Tacoma Diversity Designation Policy

*Approved by EC on 6/3/2015; Changes to the Review Process approved by APCC on 2/14/18 and EC on 3/30/18 (see Addendum A)*

***Review Process to ensure ongoing quality of Diversity Courses:***

1. Academic units are expected to assess continuity of Student Learning Objectives (SLO) and course descriptions on an ongoing basis.
2. All D designated courses have at least one diversity related question in course assessments and/or on their course evaluations (<http://iasystem.org/help-main/faculty-user-guide/add-questions-to-an-evaluation/>) assessing students’ self-perception of learning about diversity. Faculty may use questions that measure outcomes related to specific disciplinary epistemologies and pedagogies. Additionally, here are some sample questions that correlate with the existing criteria for the Diversity Designation:
	1. *How is the value of diversity related to socially constructed group identities?*
	2. *Did this course change your outlook on the meaning of diversity? If so, explain how.*
	3. *How does what you learned about diversity address concepts of power, privilege, marginality, and activism?*
	4. *Will you incorporate what you learned about diversity into your everyday life? If so, explain how.*
3. Every three years, APCC will select a random sample of twelve D courses to review that were taught within the last year.
	1. Academic units will be asked to:
		1. submit the most recent syllabus
		2. submit the diversity related question responses portion of the course assessments and/or the course evaluations, and
		3. submit the contact information of the faculty who taught this course most recently
4. The faculty member who taught the class most recently will be asked by the APCC to describe how
	1. The diversity-related learning objectives were put into practice and
	2. What explicit concepts were covered

***Criteria for the Diversity Designation:***

To have the D (Diversity Designation) courses must

1. have at least 60% content focused on diversity,
2. provide students with understanding of human diversity with a primary focus on the United States
3. focus on one or more socially constructed identities such as race, class, gender, sexuality, disability, age, ethnicity, and nationality, and
4. have two or more of the following goals and they must be reflected in the course learning objectives:
* To provide an in-depth analysis of at least one socially constructed identity
* To teach about the intersections of socially constructed categories, perspectives and experiences
* To teach students to think critically about power, inequality, marginality and activism
* To explore the customs, traditions, and cultural expressions (art, dance, music, literature, etc.) as they relate to experiences of power, privilege, oppression and activism
* To explore the historical precursors of contemporary power relationships and the interconnected histories of various people as they relate to power, privilege and oppression
* To investigate contemporary society and how institutions like education, law, government, religion, science, health, military, and others contribute to the inequitable distribution of power and privilege in society.

Courses must meet these requirements every time they are taught to have a D designation. Courses that are taught differently at different times, such as TCORE courses, Special Topics courses, Independent Studies, or Internships, cannot not be given a D designation.

***The definition of “Diversity Requirement”, as defined in the UW Policy Directory, Chapter 114, Section 2, Subsection B.1.d is:***

“No fewer than 3 credits of courses, approved by the appropriate school or college, which focus on the sociocultural, political, and economic diversity of human experience at local, regional, or global scales. This requirement is meant to help the student develop an understanding of the complexities of living in increasingly diverse and interconnected societies. Courses focus on cross-cultural analysis and communication; and historical and contemporary inequities such as those associated with race, ethnicity, class, sex and gender, sexual orientation, nationality, ability, religion, creed, age, or socioeconomic status. Course activities should encourage thinking critically on topics such as power, inequality, marginality, and social movements, and effective communication across cultural differences.”

Note that while the above is part of the UW Seattle diversity policy, UW Tacoma added the requirement that diversity in the US be a primary focus of any course with a D designation. This was instituted because it was deemed important to ensure an understanding of diversity issues in the country where students are studying and will most likely live and work after graduation.

***Addendum A***

The original diversity designation policy approved by Executive Committee on 6/3/2015 will be amended to add the review process recommendations of the Academic Policy Curriculum Committee’s (APCC) Diversity Designation Review Committee 2016-2017.

APCC recommendations: (from APCC Minutes June 7, 2017 and the Diversity Designation Review Committee Report, 5/25/17).

1. Members suggested that future review committees contact faculty who have recently taught the course to ask them to describe how the learning objectives are put into practice and what explicit concepts are covered.

2. Members suggested that future APCC Diversity Designation reviews consider addressing gaps identified in tables 2 and 3, most notably the relatively few courses that address age, disability, or indigenous identities.

3. Members noted the variations in approaches to diversity in the courses and recommended that a future review committee could consider how well students are able to access diversity courses that would provide them this variety.

4. Members recommended that the review only include courses taught in the last year