

Diversity Committee Minutes March 27, 1998

Present: Michele Birnbaum, Rosabeth Gibson, Chuck Hommel, Judith Kay, Patti Krueger, Carolyn Weisz

The meeting was opened at 4:00 PM. The minutes from the previous meeting were approved as written.

Carolyn Weisz pointed out that the committee will need to prepare a final, end-of-year report for the Faculty Senate. She suggested we reserve the meeting on 4/10 for discussion of the contents of the report and delegation of writing parts of the report. She suggested also we set up a meeting on 4/17 to prepare a draft of the report. There was general agreement that the report should include a description of our progress on the Report on the Curriculum and that the Report on the Curriculum should not be circulated generally until it was finished.

Judith Kay announced that the AACU is launching a national dialog on race during the first week of April. Every college is encouraged to initiate a dialog on race on its own campus.

There followed a lengthy discussion of the proposed definition of multicultural/pluralistic education as submitted by the subcommittee charged with writing it. Michele Birnbaum suggested we use the terms "pluralism" and "pluralistic education" rather than "multiculturalism" and "multicultural education" because the former has a longer history and the latter have accumulated negative political connotations. Numerous revisions, edits and improvements were suggested. The revised definition is:

FDC draft definition of Pluralist Education

At the University of Puget Sound, a pluralistic component in education serves to:

- **develop within students a sense of informed, active citizenship as they enter a society of increasing diversity by focusing on contemporary and historical issues of race, ethnicity, gender, social class and religion in U. S. life.**
- **provide students with opportunities for studying concepts of justice and the causes and effects of structured inequalities and prejudicial exclusion in U. S. society.**
- **encourage students to study their own inherited and constructed traditions and identities.**
- **expand students' ability to critically analyze controversial and contemporary issues that stem from the gender, race, class, ethnic, and religious differences in U. S. society**

Michele Birnbaum presented the report from the subcommittee on Reforming Curriculum. The subcommittee identified four curricular models in use at other institutions. They include:

1. Single core course on pluralism
2. Core courses on pluralism across the disciplines
3. "Overlay" to revised but existing core courses
4. Optional pluralism course developed within a specific department

The report presented the pros and cons of each approach and mentioned the need for faculty training with a consultant for revising existing courses.

Patti Krueger mentioned that an option for model #2 is a sequence of required related courses.

Carolyn Weisz said that models 2 and 3 would probably be more acceptable to the faculty in general and would stand a better chance of being adopted.

For the next meeting, the subcommittee was charged with finding universities that have instituted such curricula and reporting on the results of their experiences.

The next meeting is scheduled for April 10 at 4:00 in Library 124.

Respectfully submitted,

Chuck Hommel