

WG-S Meeting 4
Talking Points
Nov 20

Two Quick Technical Comments

A High-Enrollment Required Course Has Revenue Implications

Such a requirement was considered by the 2005 Provost Committee on the Comparative Study of Race, Ethnicity, and Indigeneity.

Discussion was brought to a standstill because several critical units saw such a course as a threat to their own enrollments.

Economic well being depends upon enrollments so a way needs to be found to overcome this dynamic.

One idea is to remove the course from the budget model computations and to fund it through some kind of equitable tax on the revenues used for instruction.

Transcript Designations

We lack an institutional policy regarding transcript designations, including any language indicating minors on the academic record. Consequently, discussions are subjective, and we rely on best practices.

For example, both the swim test and PE are university requirements. PE courses are, of course, on the transcript, but the transcript does not indicate the PE university graduation requirement is met.

The requirement that we are trying to specify can probably be specially designated if it is “minor-like”, i.e., depends upon completing multiple courses/trainings etc. If it is just a single course then it would just “show up” amongst all the other courses on the transcript.

We Have to Start Writing Things Up.

Talking about a 2 or 3-pager.

In this meeting want to identify the some key questions and the extent to which we agree on the answers.

Idea is to show up at the next meeting with some text.

Are These the Goals of the Requirement?

1. Make sure our students have an antiracist skill set, i.e., that they have tools that they can apply in their daily lives, communities and professional careers and workplace, in order to recognize and prevent microaggression, inequity, etc.
2. Make sure our students have a basic literacy in matters that concern structural racism and colonization.

Associated with each of these is a content question and a delivery question.

The Skill Set Component

Make sure our students have an antiracist skill set, i.e., that they have tools that they can apply in their daily lives, communities and professional careers and workplace, in order to recognize and prevent microaggression, inequity, etc?

Is this adequately handled by the IDP and the various programs offered in the colleges? If not, then our recommendation needs to identify the shortcomings and specify a process for correcting them.

Are these programs “too voluntary”? If so, what would be necessary to deliver a mandatory program?

The Literacy Component

Make sure our students have a basic literacy in matters that concern structural racism and colonization.

What defines that literacy? If it falls within the combined purview of the Africana, AIIIS, Latina/o, Asian-American, and FGSS programs, then our recommendation must offer a process by which experts in those fields work out the details.

Our recommendation must outline delivery mechanisms for the various options (minor, single team-taught course, collection of video modules, etc) .

Two Important Dials That Need to Be Carefully Set

The Rollout Timeline Dial

A course requirement whose delivery is an operation at the level of the FWS or Intro calculus would take years to roll out. This could be OK if we outline effective interim programs along the way.

The Prescriptive Dial

If we provide too much detail with respect to skillset teaching or literacy teaching, then our recommendation will come across as too prescriptive. Insufficient detail will guarantee that nothing gets done.