

Work Group 8: New Program Development, Race and Social Justice

Directive

Several faculty members and students have expressed interest in creating new academic programs, concentrations, minors, majors, and graduate certificates related to eradicating systemic racism and promoting social justice. The primary goal of this workgroup is to develop a strategic plan of action (a) to recommend proposals for consideration and approval to the respective undergraduate, graduate, and law school curriculum committees and councils and (b) to review requests for programming within the context of existing academic programs focused on race and social justice to determine need and avoid duplication.

Work Group Leads

Dr. Randy G. Floyd, Professor and Chair, Department of Psychology

Dr. Andre E. Johnson, Associate Professor of Rhetoric and Media Studies, Department of Communication and Film

Dr. Ladrica C. Menson-Furr, Associate Professor, English, and Director of African and African American Studies

Work Group Members

Dr. Will Adams, Staff Psychologist, Counseling Center

Nathaniel Ball, Media and Programs Coordinator, Hooks Institute for Social Change

Dr. Carol Danehower, Associate Professor, Department of Management and Chair, University Undergraduate Council

Dr. Will Duffy, Associate Professor, English

Terri Lee Freeman, President, National Civil Rights Museum

Dr. Joanne Gikas, Associate Dean, College of Professional & Liberal Studies

Dr. Matt Haught, Assistant Chair and Associate Professor, Department Of Journalism and Strategic Media

Dr. Robin Poston, Professor, Department of Business Information and Technology, and Dean of the Graduate School

Dr. Ron Serino, Instructor, College of Professional & Liberal Studies

Dr. Maurice Williams, Associate Director, Institute on Disability TigerLIFE (Learning Independence, Fostering Employment & Education)

Danisha Winfrey, College Academic Advisor, College of Professional & Liberal Studies

Brief Justification for and Summary of Strategic Plan

Based on analysis of fall 2020 enrollment data for the University of Memphis, 35.3% of undergraduate students identify as Black, 7.1% identify as Hispanic, 4% identify as Asian, and 3.7% identify as multiracial. In totality, more than 50% of the University of Memphis undergraduate population identifies with a racial or ethnic classification that is not white. In some of the most popular majors on campus, students of color compose substantially more than 50% of majors. Examples include Criminology and Criminal Justice (64.1% students of color), Health Studies (63.9%), Journalism (57.4%), Management (57.3%), Biology (56.2%), Psychology (54.8%), and Professional Studies (52.0%).

With these results in mind, there is a need to address the racial and ethnic identities of all University of Memphis students. In particular, academic programming should ensure that all students see and discuss the contributions of role models in their field of study who share their intersecting demographic characteristics. New courses and new majors, minors, and concentrations may be needed to increase enrollment of and fully engage students of color, especially men of color. For example, of the more than 6,100 Black undergraduate students at the University of Memphis, less than one-third of them are men. In some areas of study (e.g., Nursing and Psychology), Black men constitute less than one-fifth of the total number of Black students who have declared majors in the area.

Analysis of the representation of University of Memphis graduate students relative to the university's undergraduate students also reveals concerning patterns. In comparison to undergraduate students, graduate students of color—and particularly Black students—are underrepresented. Consistent with this pattern, professionals of color continue to be underrepresented across many scientific and professional fields. More engaging graduate programming and new graduate programs may attract more students of color to graduate study and increase the representation of professionals of color in the field.

At present, there appears to have been no systematic review of undergraduate and graduate courses and programs that addresses race and ethnicity in recent years at the University of Memphis. Although there is clear indication that the principle of equity¹ is considered when evaluating proposals for most new courses and programs, it is unclear how this principle is applied and who, among reviewers, evaluates the alignment of proposed courses and programs to this principle and the goals of the University of Memphis to eradicate systemic racism and achieve social justice. Furthermore, it is not clear if or how college and university-level curriculum review committees consider how new courses or programs include references to role models of color, discuss systemic bias and inequities in course content, and address the social responsibilities associated with the goals of inclusion and equity and embodiment of anti-racist practices. Furthermore, college and university-level curriculum review committees may not be considering the representation of students in majors, minors, and programs relative to the demographic composition of the university as a whole or the goal of diversifying the population of professionals in the area of study.

This work group recommends the following:

- systematic review of existing programming addressing racism and social justice at the University of Memphis and its peer institutions,
- consideration of new programming that targets the root causes and maintenance of racism, promotes social justice, is economically sustainable, and functions with loose constraints associated with university-based structures, and
- refinement of curriculum development and review processes to ensure attention is paid to efforts to eradicate racism, enhance inclusion and representation, and promote social justice.

Administrators should address two goals and six strategies as outlined in the tables that follow.

¹ The item currently included in most curriculum proposal templates is as follows: “Equity – Provide information regarding how the proposed program will recruit, retain, and graduate a diverse population of students including underserved and historically underrepresented students.”

Goal 1: Develop a strategic plan of action to recommend proposals for consideration and approval to the respective undergraduate, graduate, and law school curriculum committees and councils						
Strategy & Benchmark	Phase 1	Evidence	Phase 2	Evidence	Phase 3	Evidence
<p>Strategy 1: Determine what existing undergraduate and graduate courses, majors, minors, concentrations, programs, and certificates address systemic racism and promote social justice initiatives at the University of Memphis</p>	<p>A work group reviews the University of Memphis undergraduate and graduate catalogs to identify undergraduate and graduate courses, majors, minors, concentrations, programs, and certificates that address racism and social justice.</p>	<p>Meeting notes</p> <p>Documentation of courses, majors, minors, concentrations, programs, and certificates that address racism and social justice</p>	<p>A work group reviews the frequency of course offerings, examines enrollment and graduation rates, and obtains information from department chairs and program directors at the University of Memphis to determine the viability and support for the identified programs.</p>	<p>Registrar data on course offerings and enrollment</p> <p>OIR data on program enrollment and graduation rates</p> <p>Reports of department chairs and program directors</p>	<p>Work group members and representative parties (e.g., department chairs and program directors) meet to discuss what supports are needed to strengthen existing programs and what new programs are needed.</p>	<p>Meeting notes</p> <p>Letters to administrators with requests for support for existing programs</p>
<p>Strategy 2: Determine what existing undergraduate and graduate courses, majors, minors, concentrations,</p>	<p>A work group reviews the undergraduate and graduate catalogs from peer institutions to identify undergraduate</p>	<p>Documentation of courses, majors, minors, concentrations, programs, and certificates that address racism and social</p>	<p>A work group compares and contrasts undergraduate and graduate courses, majors, minors, concentrations,</p>	<p>Documentation of comparisons and contrasts in programming at University of Memphis and peer institutions</p>	<p>A work group (a) identifies programming that the University of Memphis can add to its curriculum and</p>	<p>Meeting notes</p> <p>Email correspondences with leaders at other universities</p>

<p>programs, and certificates address systemic racism and promote social justice initiatives at <u>peer institutions</u></p>	<p>and graduate courses, majors, minors, concentrations, programs, and certificates that address racism and social justice.</p>	<p>justice at peer institutions</p>	<p>programs, and certificates addressing racism and social justice at University of Memphis and peer institutions.</p>		<p>programs to better address its strategic goals related to diversity, equity, and inclusion and (b) builds relations with leaders from other institutions who can provide consultation and resources to promote implementation of such programs.</p>	<p>Letters to administrators with requests for support</p>
<p>Strategy 3: Recommend proposals for undergraduate and graduate majors, minors, concentrations, programs, and certificates that address systemic racism and promote social justice initiatives and methods to sustain these programs</p>	<p>A work group (including undergraduate and graduate students and community leaders) develops a list of viable and unaddressed programs and suggests areas for growth.</p>	<p>Documentation of potential new majors, minors, concentrations, programs, and certificates that address racism and social justice</p>	<p>A work group identifies incentives for departments and faculty to pursue new programs as well as mechanisms and supports to ensure that new programs are sustainable.</p>	<p>Documentation of potential incentives, mechanisms, and supports for new programs</p>	<p>A work group (a) develops a call for proposals that welcomes development of new programs that addresses systemic racism and promote social justice initiatives and (b) generates a plan for distribution.</p>	<p>Posting of and emails including the call for proposals Catalog entries describing new programs</p>

Goal 2: Develop a strategic plan of action to review requests for programming within the context of existing academic programs focused on race and social justice to determine need and avoid duplication						
Strategy & Benchmark	Phase 1	Evidence	Phase 2	Evidence	Phase 3	Evidence
<p>Strategy 1: Ensure that proposal guidelines for new courses, majors, minors, concentrations, programs, and certificates address the goals of eradicating racism and social justice.</p>	<p>A work group reviews items within existing proposal guidelines related to eradicating racism and social justice.</p>	<p>Meeting notes</p> <p>Documentation of items related to eradicating racism and social justice within existing proposal guidelines</p>	<p>A work group approves or modifies existing items or develops new items to include in proposal guidelines. New items might address (a) how programming addresses the social responsibilities of students and graduates in the targeted field of study and (b) how programming improves the racial/ethnic representation of its students based on the demographic composition of the University of Memphis as a</p>	<p>Meeting notes</p> <p>Documentation of modified or new items to include in proposal guidelines for new courses and other programming</p>	<p>A work group and administrative representatives seek university and state-level approval for modified or new items to appear in proposal guidelines.</p>	<p>Documentation of approval</p> <p>Modified or new items appear in the proposal guidelines for new courses and other programming (including Curriculog)</p>

			whole, the goal of diversifying the population of professionals in the area, or both.			
<p>Strategy 2: Ensure that the processes for reviewing and approving new undergraduate and graduate courses includes consideration of race and social justice.</p>	<p>A work group reviews course proposal guidelines and discusses review and approval processes with the chairs of curriculum review committees at the college and university level. The work group documents university- and state-level processes for new undergraduate and graduate courses.</p>	<p>Meeting notes</p> <p>Flowchart or list of approval processes</p>	<p>A work group reviews membership and considers inclusion of DEI representatives on college-level curriculum committees, the University Undergraduate Council, and the University Council for Graduate Studies.</p>	<p>Meeting notes</p>	<p>A work group develops criteria for evaluating new course proposals by college-level curriculum committees, the University Undergraduate Council, and the University Council for Graduate Studies. Leaders rewrite bylaws (e.g., of <u>University Undergraduate Council</u> and the <u>University Council for Graduate Studies</u>) to include DEI representatives as members.</p>	<p>Documentation of review criteria designed to evaluate new course proposals</p> <p>DEI representatives attend curriculum review committees to evaluate proposals, offer feedback to proposal developers, and consider potential duplication of programming. They are listed in bylaws and meeting minutes.</p>

<p>Strategy 3: Ensure that the processes for reviewing and approving new undergraduate majors, minors, and concentrations as well as graduate programs, concentrations, and certificates includes consideration of race and social justice.</p>	<p>A work group reviews online course proposal guidelines and discusses review and approval processes with the chairs of curriculum review committees at the college and university level. The work group documents university- and state-level processes for new undergraduate majors, minors, and concentrations as well as graduate programs, concentrations, and certificates.</p>	<p>Meeting notes Flowchart or list of approval processes</p>	<p>A work group reviews membership and considers inclusion of DEI representatives on college-level curriculum committees, the University Undergraduate Council, and the University Council for Graduate Studies.</p>	<p>Meeting notes</p>	<p>A work group develops criteria for evaluating new course proposals by college-level curriculum committees, the University Undergraduate Council, and the University Council for Graduate Studies. Leaders rewrite bylaws (e.g., of <u>University Undergraduate Council</u> and the <u>University Council for Graduate Studies</u>) to include DEI representatives as members.</p>	<p>Documentation of review criteria designed to evaluate new course proposals DEI representatives attend curriculum review committees to evaluate proposals, offer feedback to proposal developers, and consider potential duplication of programming. They are listed in bylaws and meeting minutes.</p>
--	--	---	--	----------------------	--	--

Workgroup 8: New Curriculum Development

<i>Goal 1: New academic programming should ensure that all students see and discuss the contributions of role models in their field of study who share their intersecting demographic characteristics.</i>		
Strategy 1	Identify areas of growth. Compare UofM and peer institution curricula that specifically address systemic racism and promote social justice initiatives, and recommend new programs/courses where there are areas for growth	2 (High Impact/High Cost and Effort)
Strategy2	Ensure that proposal guidelines for new courses, majors, minors, concentrations, programs, and certificates address the goals of eradicating racism and social justice.	1 (High Impact/Low Cost & Effort)