

ABOUT THIS DOCUMENT

This presentation was created and presented by Phillip Meng and Anson Huang to the Faculty Senate Taskforce on the Diversity Credit at the University of Washington in early May 2021.

Student Perspectives from the ASUW Diversity Credit Expansion Survey



Polling and Open Data Initiative
at the University of Washington



Picture: University of Washington
Boundless Photo Guide



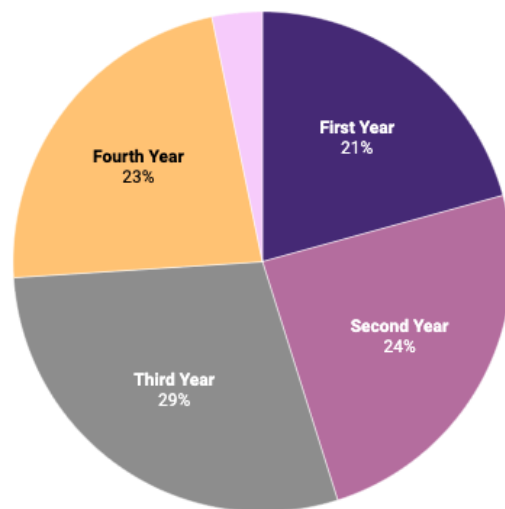
SURVEY OVERVIEW

246 responses // Open from early February to early April

Percentage of Respondents by Year

While all undergraduate years were represented roughly equally among all respondents (n=246), there were slightly more third-year responses (29%). Fifth-year, graduate students and recent graduates were the least represented out of all respondents (3.3%).

■ First Year (21%) ■ Second Year (24%) ■ Third Year (29%) ■ Fourth Year (23%)
■ Fifth Year, Graduate Student, Recent Graduate (3.3%)

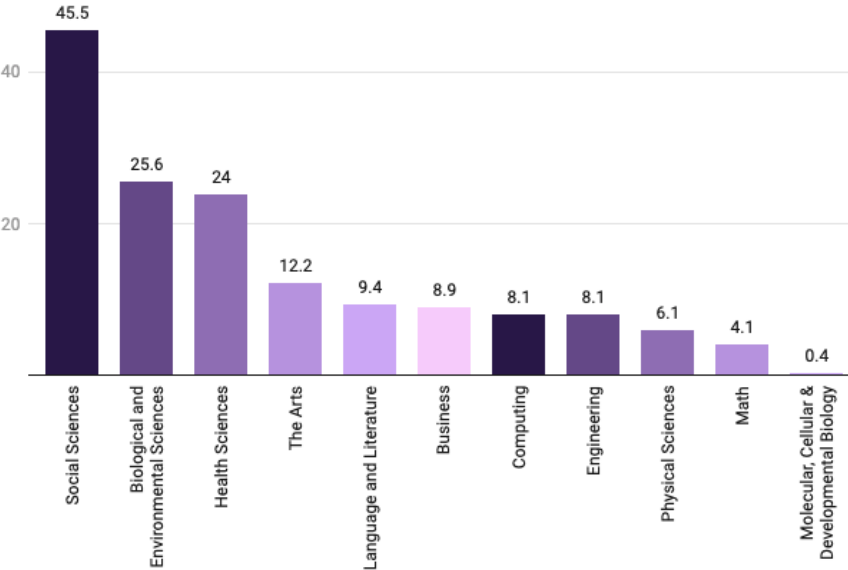


The years represented in the survey were First Year Freshman (n=49), First Year Transfer Student (n=2), Second Year Sophomore (n=54), Second Year Transfer (n=6), Third Year (n=71), Fourth Year (n=56), Fifth Year (n=5), Graduate Student (n=2), Recent Graduate (n=1). The following categories were combined: First Year Freshman and First Year Transfer; Second Year Sophomore and Second Year Transfer; and Fifth Year, Graduate Student, and Recent Graduates.

Chart: Audrey Qiu • Source: ASUW Diversity Credit Expansion Survey • [Get the data](#) • Created with [Datawrapper](#)

Percentage of Respondents Based on Areas of Study

Among the respondents (n=246), there were eleven unique areas of study. The most common area of study was "Social Sciences," with 45.53% of the respondents selecting this category.



Each respondent was allowed to select more than one area of study. It is for this reason that the above percentages do not sum to 100%. The size of each category are as follows: Social Sciences (n=112), Biological and Environmental Sciences (n=63), Health Sciences (n=59), The Arts (n=30), Language and Literature (n=23), Business (n=22), Computing (n=20), Engineering (n=20), Physical Sciences (n=15), Math (n=10), Molecular, Cellular & Developmental Biology (n=1).

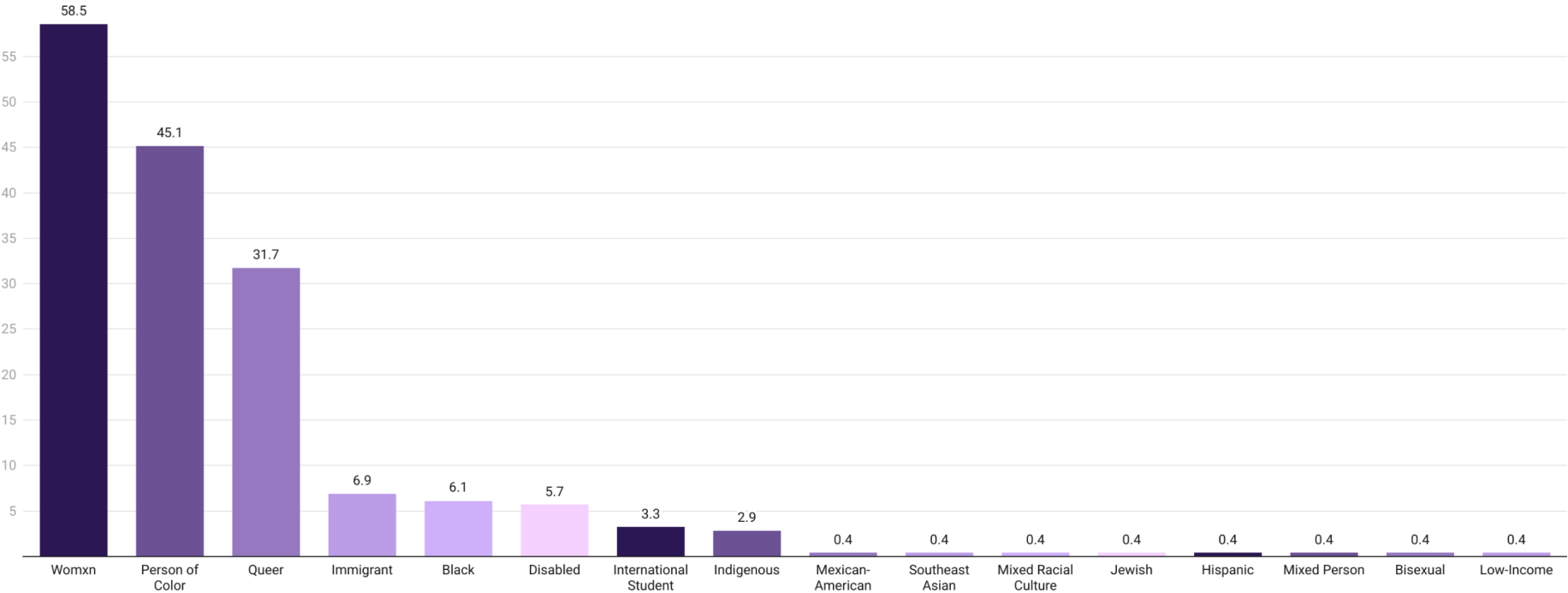
Chart: Rachel Kinkley • Source: ASUW Diversity Credit Expansion Survey • [Get the data](#) • Created with [Datawrapper](#)

SURVEY OVERVIEW

- **88% of respondents** identify with at least one marginalized identity
- Most common identities were **womxn, PoC, and queer**

Percentage of Respondents Who Identify With Each Marginalized Identity

Among the respondents (n=246), 58.54% of the respondents identified as a Womxn, and 45.12% of the respondents identified as a Person of Color.



Each respondent was allowed to select more than one marginalized identity. It is for this reason that the above percentages do not sum to 100%. The size of each category are as follows: Womxn (n=144), Person of Color (n=111), Queer (n=78), Immigrant (n=17), Black (n=15), Disabled (n=14), International Student (n=8), Indigenous (n=7), Mexican-American (n=1), Southeast Asian (n=1), Mixed Racial Culture (n=1), Jewish (n=1), Hispanic (n=1), Bisexual (n=1), Low-Income (n=1).

Chart: Rachel Kinkley • Source: ASUW Diversity Credit Expansion Survey • Created with Datawrapper

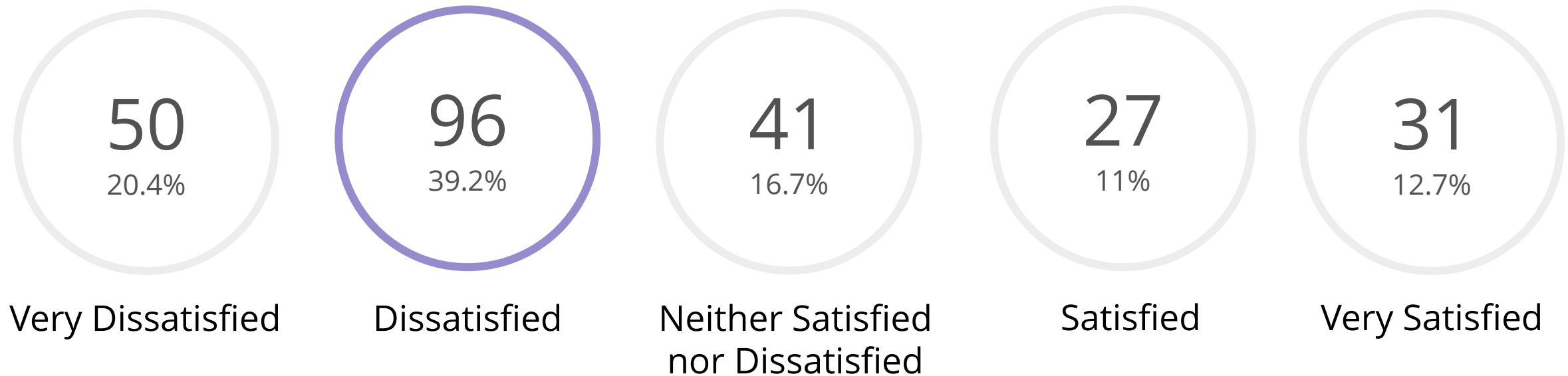
A photograph of a group of diverse students outdoors. In the foreground, a young man with short dark hair is smiling broadly, looking towards the camera. To his left, a young woman with long, wavy brown hair is also smiling. In the background, other students are visible, including a young man with dark hair looking down. The overall atmosphere is positive and collaborative.

CURRENT PERCEPTIONS OF DIV CREDITS

“ A Diversity credit course...should have meaningful and open discussions, it should teach students what diversity, equity, and inclusion mean, and most importantly, it should provide students with the proper tools to be able to apply the class's concepts outside of the University ”

SATISFACTION WITH THE DIVERSITY CREDIT

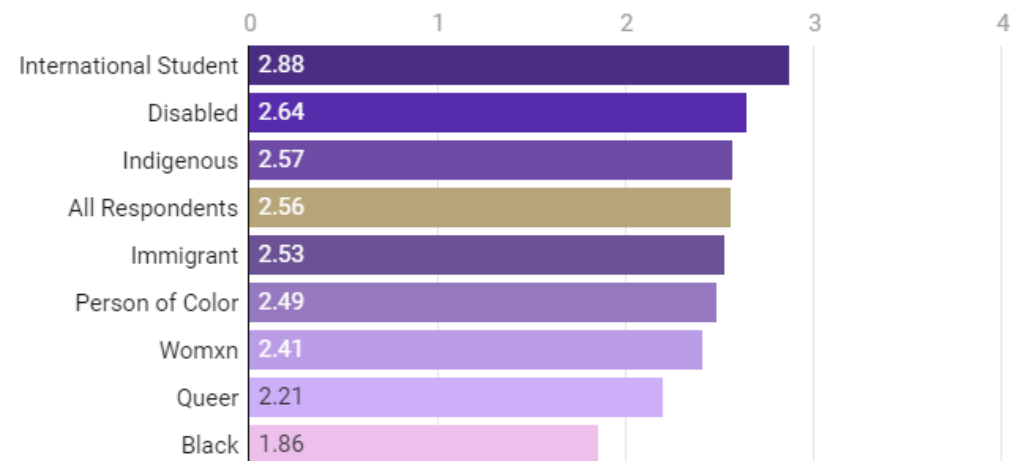
How satisfied are you with the existing Diversity Credit requirement?



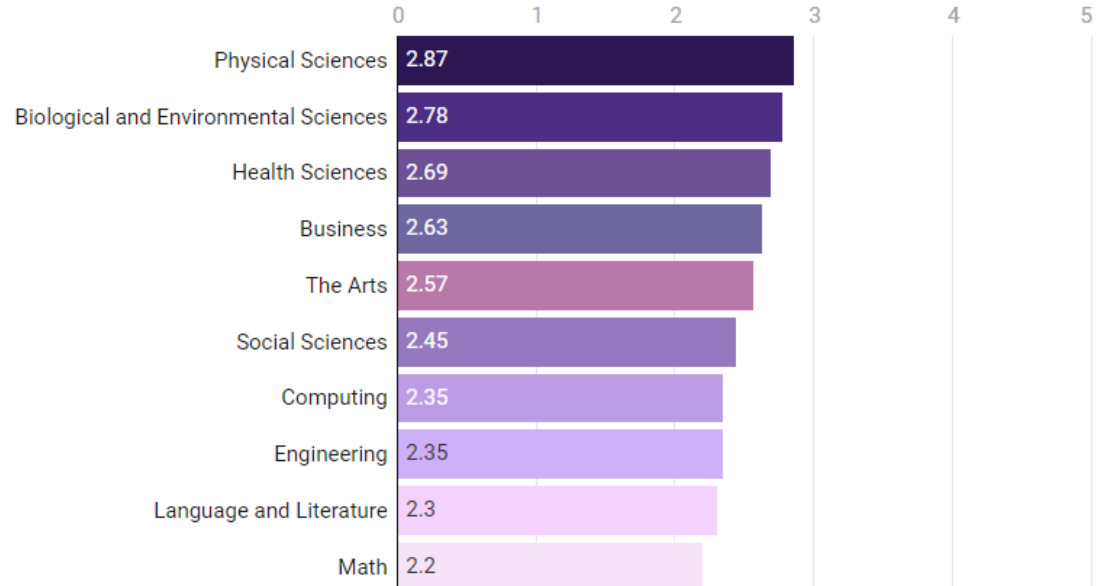
SATISFACTION WITH THE DIVERSITY CREDIT

- Satisfaction varies widely by major and background
- Approval is lowest among Black, Queer, and Womxn students
- No statistically significant difference suggested between class years
- **Significant difference suggested between marginalized and non-marginalized groups**

BY IDENTITY



BY MAJOR



SATISFACTION WITH THE DIVERSITY CREDIT

- **79.6%** of respondents found diversity credits useful
- Belief that diversity credits are useful is directly correlated with taking more than 5 DIV credits

Number of credits taken	0-2	3-5	More than 5	Total
Found diversity credits to be useful	5	82	109	196
Did not find diversity credits to be useful	0	15	4	19
Did not take diversity credits at the University of Washington	26	0	0	26

PURPOSE OF THE DIV CREDIT

- “To educate students about experiences of oppressed and marginalized peoples that they may not have had themselves and teach them how to fight against oppression and discrimination in their chosen fields”. - Womxn, (22-O)
- “I think the diversity credit should underscore the ways in which we contribute to bias and propel discrimination and micro-aggressions. [sic] This included but is not limited to issues of race, sexuality, nationality, gender, and disability. It's easier to understand the broader discriminations like slurs and hate crimes, so it would be great if the diversity credit could focus on how institutions and bias disenfranchise people”. - third year, person of color, queer, immigrant (35-O)
- “To gain an understanding of experiences outside of the cisgender, heterosexual, White, and Western culture experience”. - second year, person of color, womxn (40-O)
- “A Diversity credit course should be like many other University courses: it should teach the students something new about the subject, it should have meaningful and open discussions, it should teach students what diversity, equity, and inclusion mean, and most importantly, it should provide students with the proper tools to be able to apply the class's concepts outside of the University”. - third year (44-O)

A photograph of a diverse group of young people, likely students, smiling and interacting outdoors. The image has a soft, slightly blurred background with a purple and blue color overlay. The text 'WHAT DO RESPONDENTS WANT CHANGED?' is overlaid in white, uppercase letters.

WHAT DO RESPONDENTS WANT CHANGED?

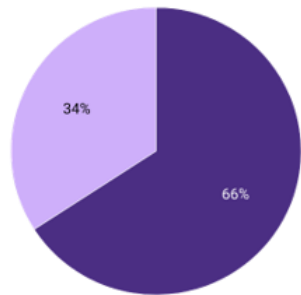
“sociocultural, political, and economic diversity of human experience’ is academic jargon at its worst - each of these terms should be broken down and further defined”

WHAT NEEDS TO CHANGE

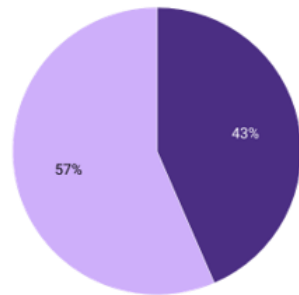
Three of Six Proposed Changes to the Diversity Credit Requirement Received Support From a Vast Majority of Students

Among all respondents (n=246), A significant majority (83%) believe that there should be field-specific diversity credits. In addition, 66% believe the definition of "diversity" and "diverse course content" should be changed and 65% believe that the diversity credit requirement should be raised from 3 to more than 5.

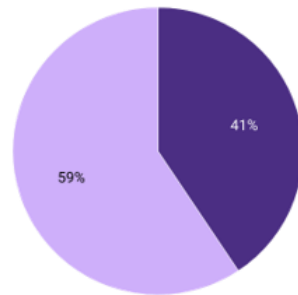
■ Agree ■ Disagree



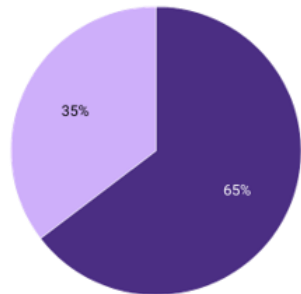
Change the definition of "diversity" and "diverse course content" to (re)shape the curriculums of courses that fit under this requirement



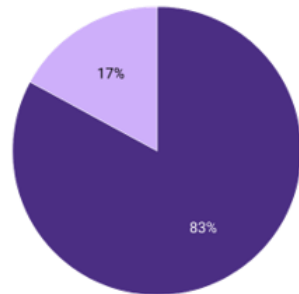
Change the approval process of diversity courses



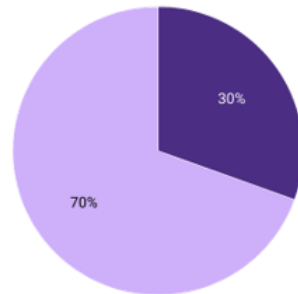
Increasing the required credits to graduate from 3 to 5



Increasing the required credits to graduate from 3 to more than 5



Require all colleges, schools, or majors to offer field-specific diversity credits



Rather than change diversity credits, create a new type of credit for putting equity into action

All respondents include first-year students (n=51), second-year students (n=60), third-year students (n=71), fourth-year students (n=56), fifth-year+ students (n=5), graduate students (n=2), and recent graduates (n=1).

Chart: Anson Huang • Source: ASUW Diversity Credit Expansion Survey • Created with Datawrapper

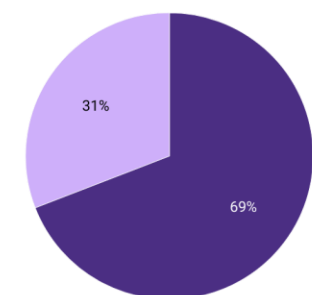
- (1) Changing the definition of diversity, (2) increasing the required credits to graduate, and (3) requiring all areas of study to offer field-specific diversity credits received majority support

WHAT NEEDS TO CHANGE

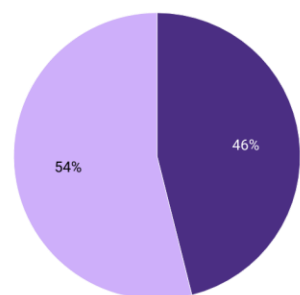
Three of Six Proposed Changes to the Diversity Credit Requirement Received Support From a Vast Majority of Students With at Least One Marginalized Identity.

Among the respondents who held at least 1 marginalized identity (n=217), a significant majority (86%) believed that all colleges, schools, or majors should be required to offer field-specific diversity credit courses. In addition, 69% believed the definition of "diversity" and "diverse course content" should be changed and 68% believed that the diversity credit requirement should be raised from 3 to more than 5.

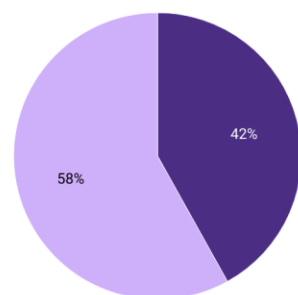
■ Agree ■ Disagree



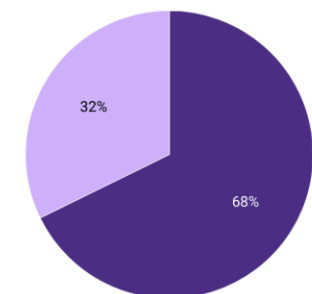
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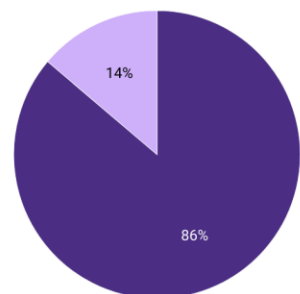
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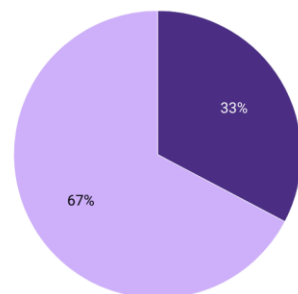
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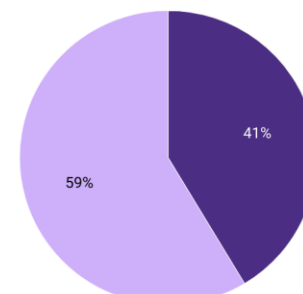
Marginalized Identities included in the survey were Black (n=15), Indigenous (n=7), Person of Color (n=111), Queer (n=78), Womxn (n=144), Disabled (n=14), Immigrant (n=17), and International Student (n=8). Respondents were also able to self identify which included other marginalized identities such as Mexican-American (n=1), Southeast Asian (n=1), Mixed racial culture (n=1), Jewish (n=1), Hispanic (n=1), Mixed Person (n=1), bisexual (n=1), Low-Income (n=1). Note that respondents could hold more than one marginalized identity.

Chart: Anson Huang • Source: ASUW Diversity Credit Expansion Survey • Created with Datawrapper

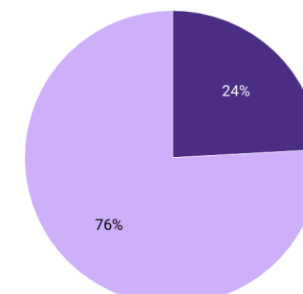
Five of the Six Proposed Changes to the Diversity Credit Requirement Were Opposed by a Majority of Students Who Do Not Identify With a Marginalized Identity.

Among the respondents who did not identify with any marginalized identity (n=29), 59% believed that all colleges, schools, or majors should offer field-specific diversity credits. In regards to the proposed changes to the diversity credit requirement, the responses of students with no marginalized identities are in stark contrast to those of students with at least one marginalized identity. A majority of respondents who did not identify with any marginalized identity did not support changing the definitions of "diversity" and "diversity course content" or increasing the required diversity credits to more than 5.

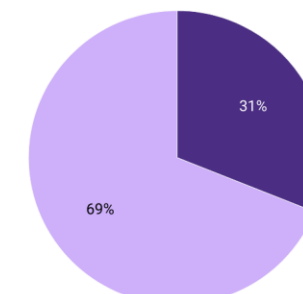
■ Agree ■ Disagree



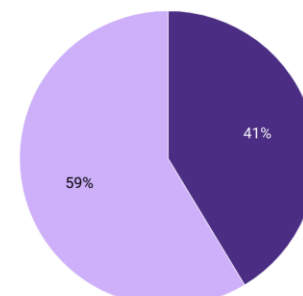
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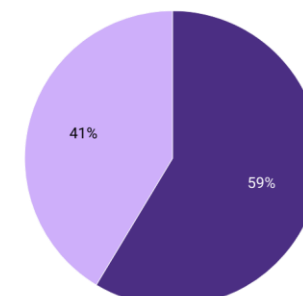
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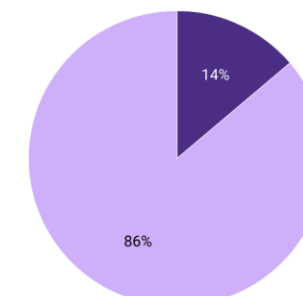
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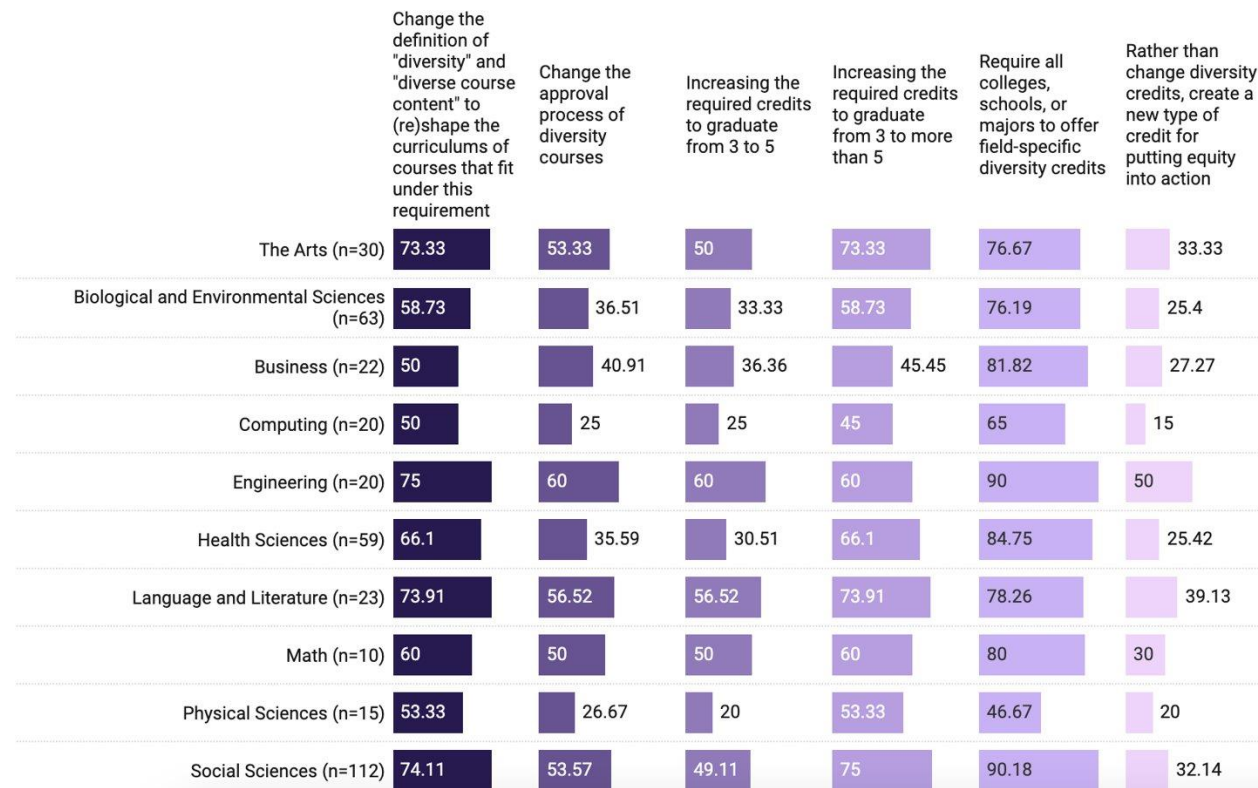
Rather than change diversity credits, create a new type of credit for putting equity into action

Chart: Anson Huang • Source: ASUW Diversity Credit Expansion Survey • Created with Datawrapper

WHAT NEEDS TO CHANGE

Support for Each Proposed Change to the Diversity Credit Requirement by the Areas of Study

The following chart depicts the percentage of respondents who support each of the six proposed modifications to the current diversity credit requirement, based on areas of study. Three of the proposals (Changing definitions of "diversity" and "diverse course content", Increase required credits from 3 to more than 5, Require field-specific diversity credits) received support from a majority of respondents (65.85%, 64.63%, and 82.93% respectively). Across all categories, the Engineering and Social Science categories displayed a consistently high degree of support for each of the proposed changes.



WHAT NEEDS TO CHANGE

Have you ever encountered a class you thought should or shouldn't be a Diversity Credit? Why?

“ Psych 210, it's often used as a cop out and people just see it as the “sex” class rather than reflect on the different sexual identities and ideas from the course. ”

“ I think it was globalization 101... I think if we talked more about how these globalization systems are creating systems of inequity and examine those impacts on marginalized populations, then it might be more diversity credit deserving. ”

WHAT NEEDS TO CHANGE

Where are the gaps in curriculum of Diversity Credits offered to students?

“ In my opinion, taking one class on a subject is not necessarily enough to promote actual diversity or get a good insight into other cultures. ”

“ As someone who started off on the STEM path at UW, there was noticeable problems with respect and equity. There were a lot of microaggressions, racism, homophobia, ableism, etc. ”

WHAT NEEDS TO CHANGE

How could the UW definition of diverse subject matter better serve the purpose of the Diversity Credit Requirement?

“ ...there should be a focus on understanding systems of oppression, not just outcomes...”

“ sociocultural, political, and economic diversity of human experience’ is academic jargon at its worst - each of these terms should be broken down and further defined.”

“ It could get a whole lot more specific, with the current definition, I could get 1/2 my classes at UW to count for "Diversity Credit" and I am a STEM major...”