

**MEMORANDUM Revised**

**TO:** Herle McGowan, Statistics, Sciences, Chair  
Helen Armstrong, Graphic Design, Design  
Candy Beal, Teacher Education and Learning Sciences, Education  
Peggy Domingue, Health and Exercise Studies, CUE  
Jim Flowers, Agricultural and Human Sciences, Agriculture and Life Sciences  
Julie Ivy, Indust & Syst Engineering, Engineering  
Karen Leonas, Textiles & Apparel, Textiles  
Jane Lubischer, Biological Sciences, Sciences, Faculty Senate Representative  
Jason Miller, English, Humanities and Social Sciences  
Kim Outing, Exploratory Studies, University College  
Eileen Taylor, Accounting, Poole College of Management  
Louie Rivers, Forestry & Environmental Resources, Natural Resources  
CN Pittman, B.S. STS, Humanities and Social Sciences  
Kamrie Risku, B.A. Political Science, Humanities and Social Sciences  
Charles Clift, Registration and Records, ex-officio  
Reggie Barnes, Campus Community Centers, OIED, ex-officio  
Barbara Kirby, Division of Academic and Student Affairs, ex-officio  
Tracey Ray, OIED, ex-officio  
Ingrid Schmidt, International Affairs, ex-officio

**FROM:** Warwick A. Arden  
Executive Vice Chancellor and Provost

Dr. Jeannette Moore  
Chair of the Faculty

**SUBJECT:** Appointment to General Education Diversity Task Force

**DATE:** October 18, 2016

We are asking you to serve on a General Education Diversity Task Force and ask that Dr. Herle McGowan chair this group. Our current GEP was implemented in 2009. The structure of the GEP includes zero-credit hour co-requisites in US Diversity (USD) and Global Knowledge (GK). These requirements can be met through stand-alone courses or by other GEP courses that meet the USD and GK learning outcomes. We have struggled to have enough seats in the USD category in the past few years, and there are concerns about the Diversity requirement and how it is met. Both the Council on Undergraduate Education and the Academic Policy Committee of the Faculty Senate have recently recommended that the GEP is due for a review, with particular reference to the USD requirement.

The USD and GK categories have been problematic for some time, especially the USD requirement. The co-requisite status that carries a zero credit hour requirement has made it difficult to determine appropriate structure and content of courses, with some courses in other GEP areas meeting the need, or stand-alone courses that carry one, two, or three credits meeting the requirement. While our GEP requirement is for 39 hours, in essence for many students, it is 40-45 hours depending on how they satisfy the co-requisites. Additionally, the variety of courses range from first year introductory courses with diversity components in the colleges to more theoretical courses grounded in a particular discipline in the GEP. This variability means that students are receiving very different kinds of diversity education, depending on their major and the courses they choose.

Further impetus for examining the USD is the campus, and national, dialogue around race relations and awareness, diversity, and inclusion. At a Student Government Town Hall in January 2016, the students asked NC State administration and faculty to consider providing a more robust diversity education component in the GEP.

We are asking that you thoroughly evaluate the current USD requirement in GEP. As you evaluate the USD, you should also look at how the GK requirement works given that it also is a co-requisite requirement. Any changes to these categories will of necessity then require a discussion of other GEP categories, for example the Interdisciplinary Perspectives requirement of five credit hours. One overriding goal would be to recommend changes that do not also increase the GEP credit hour requirement of 39 hours. Questions to consider include:

- Should the USD and GK requirements be credit bearing, rather than zero credit co-requisites?
- If USD and GK are to be credit bearing, what changes should be made to the current GEP to maintain or lower the credit hour requirement for GEP?
- How can we best reach all students through the GEP to provide a robust, meaningful diversity education?
- Does it make sense to combine USD and GK into a single cultural diversity category?
- Can US Diversity be achieved through experiential/co-curricular workshops or other guided experiences rather than, or in addition to, a GEP course?
- Do we need a uniform first year USD course, or a uniform first year course that includes diversity as a component?
- If we had a uniform first year USD course, do we also need upper division USD coursework reflecting a particular discipline?
- How can we incentivize the development of more USD courses?

We would like a report no later than March 31, 2017. Dr. Mullen's office will coordinate an initial meeting in the very near future.