

CUE Minutes- April 10, 2015
Witherspoon Student Center 201
Call to Order: 1:32pm

ATTENDANCE

Voting Members Present (Quorum Present: 13): Chair McGowan, Sarah Ash, Chris Ashwell, Timothy Buie, Peggy Domingue, Cynthia Hemenway, Helmut Hergeth, Nathaniel Isaacson, James Knopp, Andy Nowel, Kim Outing, David Parish, Karen Young

Ex-Officio Non-Voting Members Present: David Auerbach, Stephany Dunstan, Catherine Freeman, Barbara Kirby, Melissa Williford

Members Absent: Ted Emigh (E), Tyler Hatch (E), Karen Keene, Adam Rogers (E), Ingrid Schmidt (E), Aaron Stoller (E), Candace Vick (E)

Guests: Roshaunda Breeden (*Poole College of Management-Academic Affairs*), Louis Hunt (*Enrollment Management & Services*), Carrie McLean (*First Year College*), Jason Miller (*English*), Mike Mullen (*Division of Academic & Student Affairs*), Joanne Woodard (*Office of Institutional Equity and Diversity*)

WELCOME and INTRODUCTIONS

Welcome and Introductions from Chair McGowan:

Chair McGowan welcomed the committee to the meeting. She encouraged members to partake of the food. Chair McGowan welcomed the guests in attendance: Roshaunda Breeden (*Poole College of Management-Academic Affairs*), Louis Hunt (*Enrollment Management & Services*), Carrie McLean (*First Year College*), Jason Miller (*English*), Mike Mullen (*Division of Academic & Student Affairs*), and Joanne Woodard (*Office of Institutional Equity and Diversity*).

Approval of Minutes from March 27, 2015 Meeting:

A motion was made and seconded to approve the Minutes as presented. A member noted spelling and grammatical errors to be addressed. Additionally, a member's name was misspelled and a guest was listed that was unable to attend the meeting. Without any further discussion, the motion was **APPROVED unanimously pending revisions**.

ANNOUNCEMENTS and DISCUSSION

Dr. Kirby introduced the panel, noting that they were present to bring administrative perspectives of diversity to help inform CUE. She thanked the panel for taking the time to illustrate their viewpoints.

Panel Member	Title, Affiliation
Dr. Louis Hunt	Vice Provost & Registrar, <i>Enrollment Management & Services</i>
Dr. Mike Mullen	Vice Chancellor & Dean, <i>Division of Academic & Student Affairs</i>
Dr. Tracey Ray	Assistant Vice Provost, <i>Office for Institutional Equity & Diversity</i>
Dr. Joanne Woodard	Vice Provost, <i>Office for Institutional Equity & Diversity</i>

Chair McGowan asked the panel the following question: From your administrative perspective, what is your vision with regard to diversity? When a student graduates from NC State, what is your expectation for their perspective of diversity?

Dr. Mullen thanked the council for inviting him to the panel. He noted that the question could be taken multiple ways. When he considers diversity, he thinks about communities and how people come together to embrace and celebrate differences. He noted that this stems from his own journey through life, having been raised within a racist family in the 1960's and not understanding them. As a student, Dr. Mullen participated in Study Abroad for a semester and considered it a culminating experience. He emphasized that there should be a seat at the table for everyone. He explained that if everybody tried to solve problems like he does, things would not get solved; it takes a variety of experiences and perspectives. Dr. Mullen noted that he would like to see more opportunities for students to interact with each other. He explained to the committee that he had recently had a conversation with fifteen students who received a Study Abroad scholarship. This allowed for low socioeconomic students to have amazing experiences, with a different view of the world. Dr. Mullen wished there could be more experiential activities for students, to illustrate how they interact and rub shoulders with people. The emphasis should be that differences ought to be celebrated, not pushed back.

Dr. Woodard explained that her definition of diversity would be similar to Dr. Mullen's concept of differences and how it impacts individuals and communities. Her focus is how NC State can ensure that its community is equitable and inclusive. Dr. Woodard outlined that differences impact both individuals and the community. NC State needs to ensure that everyone has a seat at the table. Dr. Woodard stated that in terms of diversity, NC State will have diversity. The bigger question comes with how the university harnesses the diversity to make the institution better, and make experiences for students better. There needs to be discussions in the classroom, with inquiry, readings, thoughtful interactions, and ways to grapple with issues. Once students leave NC State, they should have a set of experiences that have increased their degree of cultural competence. This allows them to operate appropriately, so that a company would feel good that their employee can comport themselves in an appropriate manner. She noted that NC State has had incidents on campus recently that underscore the important of people understanding differences and incorporating these into the community.

Dr. Ray noted that potential students choose NC State because it is a model for the state and country; it is the largest institution in North Carolina. Students want to mimic what they will experience in the workforce. She emphasized that her perspective for diversity is to prepare students to work and live in diverse communities. Dr. Ray wants students to understand both local and global communities. She noted that alumni, in exit surveys, write that they wish they had been taught about diverse communities, which would have prepared them in the workforce. Dr. Ray stressed that NC State wants their students and alumni to be great parents, workers, leaders, and entrepreneurs in the community.

Dr. Hunt noted that there have been a lot of changes in the last twenty to forty years. He emphasized that the changes have been positive, but that they have not been totally effective. Dr. Hunt explained to the council that there needs to be a broad view of diversity, because it is expanding, and diversity is important. He outlined that there needs to be a systematic way of 'inoculating' students to be pre-sensitized. He felt that the university is making a mistake by giving diversity credit in a smorgasbord fashion. Dr. Hunt noted that if diversity is handled in a systematic way, and up front, it could have a greater impact on students. NC State is present for societal change, which is done through students. Dr. Hunt noted that when he views the list of diversity courses, he worries about how consistent the university can be. He explained that he sees it as a noble goal, but he is skeptical that it is all that it can be. Furthermore, he noted that listing the U.S. Diversity as a co-requisite is a disservice to how important it is.

Chair McGowan asked the panel the following question: What is the purpose of the U.S. Diversity GEP Category?

Dr. Ray provided a historical background on how the category came to be implemented: Students were advocating for one course that every NC State student would take to help them understand diversity. However this would require a seat count of 4,200 or more. She explained that after a number of town

meetings, over a number of years, making U.S. Diversity a co-requisite was the outcome. Dr. Ray suggested that when discussing what model to use for U.S. Diversity that the campus look at the category not only through the eyes of administrators, but through the eyes of students who loudly advocated for the category.

Dr. Woodard noted that what she found disturbing was that there is not credit hour requirement. She recommended that a credit hour requirement should be implemented, and that the category needs to be examined more closely. Dr. Woodard suggested offering funds to faculty to create or edit classes to meet the U.S. Diversity requirement.

Dr. Mullen echoed the sentiments of the other panelists. The co-requisite implies that the U.S. Diversity category is important, but not as important as those that have credit hours associated with them. He noted that the courses should address issues, and that is important to have the dialogue in the classroom.

Chair McGowan asked the panel: Is it still appropriate for this category to be a co-requisite, rather than credit bearing? If the U.S. Diversity category/co-requisites were to be considered as credit bearing, what impact would this have?

A member asked how a department is expected to keep the hours to graduate low; how can this process be mechanically done. He is not affiliated with Engineering, but he understands they are under tremendous pressure within the current guideline. Dr. Hunt agreed that the hours must come from somewhere, and no wants to have to re-look at the General Education Program. However, it might be beneficial to look at the GEP every decade. He noted that there is still a two credit hour Health & Exercise Studies requirement, and would U.S. Diversity may be more important? Dr. Hunt suggested that a USD course should be three hours. He also suggested that it should be broader than U.S. Diversity. It should illustrate to students what NC State expects of their students regarding interactions in the community, well-being, and care about fellow students. He noted that this should be done early on in a students' education at NC State; he believes that it can be accomplished.

Dr. Mullen agreed with Dr. Hunt; he explained that it comes down to what NC State thinks about what it does. He noted that he doesn't see NC State's GEP going from 39 to 42 to 45 hours; he doesn't anticipate that it will ever get back to 45 hours. Dr. Mullen suggested that one alternative could be to reduce the number of hours in the Natural Sciences, Humanities, and Interdisciplinary Perspectives, but not reduce the intensity. He explained that it would take institutional will for CUE to say that the GK and USD categories are important, but not to increase them to 6 hours. One member noted that she thought this was how the discussion of co-requisites occurred. Dr. Mullen noted that he feels the same way about the Global Knowledge category.

One member suggested that CUE step outside of the box and make the General Education Program a campus conversation. She noted that at the University of Texas students co-register together, and meet once a week for half an hour to an hour with a mentor to talk about issues. These include diversity activities. Another member felt that the biggest defect of the co-requisite seems to be the lack of a credit hour requirement. He noted that it would be the easiest fix to say that it ought to be 3 credit hours. However, the discussion does tend to move toward the defect of the GEP as a whole. He felt that NC State had come up with one of the worst possible designs; it was broken to start with. The member explained that the current system has defects that were not considered during implementation; he suggested that CUE approves courses that have weaker and weaker criteria because the university needs the courses for seats. Additionally, he suggested that the GEP constrains students too much.

One member noted that he believes as a university the goal is to have a generic ideal of Social Sciences, Humanities, and subcategories within fields, all while giving students freedom. He noted for the Natural Sciences and Mathematics categories, something similar is done. Philosophically this is what the university wants, but practically speaking, there are turf wars; that is how students learn. He liked the concept of using

advising to guide students, but then it depends on what advisor is assigned to a student. The member noted that he could not come up with a better concept.

Dr. Mullen asked how popular the GEP Thematic Tracks are. Catherine Freeman noted that there have been some students who participate, but that they have not been widely publicized. Dr. Hunt noted that he prefers to think of General Education as paella instead of a yeast cake. He explained that it allows students to find an interest in archaeology, religion, philosophy, subjects they might otherwise not learn about. Dr. Ray explained that through the alumni survey results, it illustrates that most students wouldn't choose to engage in diversity on their own. She expressed leeringness of letting students create their own GEP plans of study. A member from the original GER Task Force provided some insight into decisions regarding the General Education Program. She noted that the task force was told to think outside of the box by the Provost, but then were told to limit the GEP to thirty-nine hours. The member did not want current members to think that because it was difficult the last time the GEP was revised, that it is not worth trying again. She felt that with the previous Task Force, there was not a chance given to try.

Carrie McLean, the Director of the First Year College, explained that in working students she realizes that many students don't have a clue about diversity. Diversity to students means so many things. She explained that there has to be a way for students to understand diversity; students need to reach an 'aha' moment. She gave an example that when talking to a student he admitted that she was the first African-American he had spoken to. She was unsure about the credit hour; she noted that it can be delivered in an hour, but it must be deliberate. Ms. McLean asked how the university could ensure that students know about diversity when they leave; it is done by make it a part of their NC State degree. She suggested that if USD is important, it needs to be assessed, and it needs to be intentionally done. Additionally, there needs to be faculty development for this. How does the university make sure that everyone is delivering concepts in the same way? If students are taught how to conceptualize diversity, they can understand their personal role. They will think about someone else. Diversity needs to be defined by the organization. *It was noted that many of the various colleges' introductory courses have been approved to fulfill the U.S. Diversity co-requisite, but the amount of course content related to diversity is minimal for many of those courses.*¹ One member noted that in his college, diversity education is discussed throughout the curriculum, and it has been great for his college. His college has M 100 which illustrates this, and Roshaunda Breeden has set up a student outreach network. Dr. Ray explained that Poole College of Management has been deliberate; she would like to see a safety net in curricula that allows for diversity experiences *beyond the colleges' introductory courses. She commended the PCOM model is a great model of how deliberate the college has been to define what diversity means to the understanding of students in their fields of study.*² She commended the PCOM model as one of the best models and approaches at NC State.

Another member agreed that students need experiential help to interact with other students that are different them. She noted that they need to understand the historically structured inequality that exists. How do they get to NC State and it is here that they talk to their first person of color? What makes that happen? She noted that if the university only focuses on the experiential, the NC State community will miss a large piece of diversity. Roshaunda Breeden, from the Poole College of Management, explained that students have not had this conversation. NC State students believe that they live in a neo-society with an African American president and GLBT rights. They don't understand the current struggles. Ms. Breeden explained that the history part can help students understand where society has been, and show why it affect the NC State community presently. A member noted that what is described is not occurring for students in the K-12 curriculum. He suggested investment in the production of the well-rounded graduate and citizen. Another member asked why this doesn't start at Summer Orientation. Dr. Mullen explained that he has mixed feelings about this. He feels that 90% of what is being discussed at orientation, students don't hear. He noted that

¹ Submitted by Dr. Ray as follow-up after the panel discussion.

² Submitted by Dr. Ray as follow-up after the panel discussion.

some colleges are starting to pre-enroll or self-enroll for students before orientation, so that they may give time for more discussions for students. Dr. Mullen suggested extending Wolfpack Welcome Week; some universities have included diversity in their version very well.

Dr. Ray noted that the Summer Start Program has been doing NCBI training for all students as part of their orientation. She noted that she thinks students have to be ready, thinking about the individual student in the curriculum they sit in. She noted that she teaches a course that fulfills the following categories: GK, HUM, and USD. Dr. Ray noted that the majority of students are seniors, and they are amazing. She wondered if students are ready because they think about the application of diversity and how it fits. They listen and participate in ideas that are different than their own, which takes them out of their comfort zone. She suggested that there has to be some degree of readiness. Dr. Ray suggested that the university consider how it markets itself; NC State should express the diversity that exists on campus.

Jason Miller, from the English Department, explained that if time is not a river but a pendulum, then the university needs people to teach diversity. He explained that the Humanities are poised to help, especially from History and Literature. He noted that people are very aware of diversity. Businesses know that a lack of diversity awareness makes for bad business. Students coming to courses judge our restaurant by the menu. If the university is going to have a 1 credit hour course, and not watch over it, then students and others will think that is what NC State is. Dr. Miller suggested that the university keep moving forward in a positive way.

Dr. Kirby thanked the panelists for their contribution. She explained that with their contributions, they are giving CUE the freedom to brainstorm and engage in conversations for the U.S. Diversity category and the GEP. Dr. Kirby explained that the CUE GEP Review Subcommittee will be working on this matter for some time. Additionally, she thanked Dr. Joanne Woodard for her 27 years of service at NC State University.

NEW BUSINESS

Courses for GEP Category-Review to Remain on GEP lists(s)

- REL 230 Asian Religions-GK, VPA- APPROVED unanimously.
Discussion: Karen Young moved; David Parish seconded. The presenter asked the council to look at the attachment in the paperwork submitted. She noted that the syllabus has a lengthy section regarding information normally found on the GEP Submission form. She asked the council if they thought, in a case such as this with so much of the information present in the syllabus, that the short form was not necessary. Several members noted that they felt that the GEP Course Submission form is what CUE agreed upon, and it should be filled out. One member pointed out that if the information is present only in the syllabus, the instructor can alter the GEP portion after the review process. He noted that it is important a 'snapshot' is taken, which would go currently in the GEP Submission Form or on the CIM course form. He explained that the short form was a concession to make it easier for the faculty member during the GEP review process. Catherine Freeman confirmed that the GEP Course Submission form must be submitted, either through the paper format or CIM. Dr. Kirby notified the committee that the Office of Undergraduate Courses & Curricula would not be able to input courses into CIM for colleges and departments. She explained that it should be a faculty, department, and college responsibility. Her hope is that every faculty member could input their 3-4 classes. Without any additional discussion, the action was **APPROVED unanimously.**

Courses for GEP Category-New Courses

- A motion was made to approve the following courses as a package. The package was **APPROVED**, 10 in favor, 2 abstentions.

Course	Action	GEP Category
HS 203 Home Plant Propagation	New to GEP	NS
HS 204 Home Landscape Maintenance	New to GEP	NS

- **HS 202 Power of Plants: Appreciation and Use -NS- TABLED, 9 in favor, 1 against, 3 abstentions**
Discussion: James Knopp moved; Timothy Buie seconded. A member noted that there are not textbooks assigned to the course, and she wanted some clarification on the readings. She noted that the first and fourth learning outcome in the NS paperwork appeared the same. A member asked what the difference between classes such as this in Horticultural Science would differ from a similar course in Plant Biology. The presenter explained that Horticultural Science would likely be more practical and Plant Biology would be more theoretical in nature. He explained that they are not the same courses; they have the same topics but different focuses. A member asked for differences beyond theory and practice. The presenter explained that he does not know for sure, but he believes the course would draw on different contexts. Horticultural Science would physically look at the plants. A member asked colleagues in the College of Sciences and College of Agriculture & Life Sciences if the course meets the expectations of a course to be on the Natural Sciences list. She deferred to their understanding of the sciences. A different member felt that the course was weak; she suggested asking the instructor to come in. She explained it is hard to judge the course with the information provided. Another member pointed that he can see the course's experimental evidence in the plantings. Without any further discussion, the action was **TABLED, 9 in favor, 1 against, 3 abstentions.**
- **HS 205 Home Food Production-NS-TABLED unanimously without discussion due to similar concerns to HS 202.**

Meeting adjourned at 3:07 pm.

Respectfully submitted by Gina Neugebauer