**Council on Undergraduate Education 2020-2021**

February 26th, 2021

**Meeting hosted via Zoom**

1:30pm-3:01pm

**Members Present:** Chair Carrie Pickworth, Darby Orcutt (Chair Elect), Qiuyun (Jenny) Xiang, David Gilmartin, Jillian Haeseler, Carolina Gill, Steven Miller, Nancy Moore, Tamah Morant, Herle McGowan, Alice Lee, Katherine Annett-Hitchcock, Autumn Mist Belk, Peggy Domingue, Travis Park, Chad Jordan

**Members Absent**: Kimberly Bush (Past chair), Helen Kraus

**Guests**: Karey Harwood, Kristen Turner

**Ex-Officio Members Present:** Bret Smith, Li Marcus, Erin Dixon, Julia Law, Stephany Dustan,

**WELCOME AND INTRODUCTIONS**

* ***Remarks from Chair Carrie Pickworth*** – Introduced the guests and welcomed the members.
* ***Remarks and Updates from OUCCAS/DASA –*** Li thanked the committee for the feedback from their colleges and reminded the committee that membership for next year is upcoming and asked those rolling off who are still interested in serving to email her at [lamarcus@ncsu.edu](mailto:lamarcus@ncsu.edu). Bret Smith thanked the committee for their work for the academy this year.
* ***Approval of the Minutes from 12 February 2021***  *– Approved*Discussion: Motion to approve the minutes by Alice Lee.  
  There was a small discussion about the minutes not loading correctly, the minutes were resent with the full information provided.

**NEW BUSINESS**

Consent Agenda – *Approved*

Discussion: Member Autumn Belk moved to approve.

*Special Topics/HON Course Offerings*

* **HON 290 Arts in Dissent During the Civil Rights Movement (HUM, USD)** – *Approved*

Discussion: This course was presented by Autumn Mist Belk. Reviewers complimented the course, one reviewer asked if the USD outcomes were being evaluated by a small portion of the final grade. Guest Kristen Turner responded that every assignment could be assigned, the provided information meets the requirements and aligned well. All agreed.   
Li Marcus explained that generally faculty are encouraged to focus on one outcome and measure per objective and complimented the committee and guest discussion.

* **HON 296 Religion and Bioethics (IP)** – *Approved*

Discussion: This course was presented by Autumn Mist Belk. Reviewers all indicated the course is well aligned for IP.

**Discussion:** Discussion on the US Diversity GEP category. The floor was open for colleges to provide feedback.

CHASS: A survey was sent to CHASS faculty who teach courses with the USD corequisite and have scholarly expertise in USD. CUE representatives provided a synthesis of comments  from the CHASS undergraduate  committee and the 11 faculty who responded to the survey. The college undergraduate committee members praise and support  this endeavor to reexamine the USD category. They did reference the 2017 report from past CUE members and asked if the  report had been considered since it provides guidelines.

All members felt that as a co-requisite the USD category should only be approved for three credit scholarly courses. They pointed to  a one credit dance course as an example that does not engage the USD objectives in a substantive manner. They felt these 1 and 2 credit hour courses were approved  based on historic standards and feel this is no longer the case.

There were also concerns about the lack of university understanding from faculty, students, and advisors of the value and  importance of the USD requirement. The college committee felt the objectives needed to be reexamined, indicating there was  too much reliance on objectives one and four, which deal more with experiential learning.  A suggestion was made (echoed from the 2017 report) to increase the required objectives from 2 to 3 or 4.

There was some concern that there are courses that are on the USD list that have a broader overview beyond UDS that may no  longer meet the requirements.

There was a concern that USD courses should not primarily be a professional development type of course within particular  colleges or disciplines. While these were important, this requirement wasn’t to prepare people for practicalities of dealing with  diverse populations but rather a way to broaden student’s horizons so they understand the nature of diversity and issues related  within society in the United States. Career preparation should not be the focus.  The college  committee members praised the folding of US Diversity issues into their career development courses but did not think these should count for university USD credit.  Nor did they think that orientation and other preparation courses required before students begin at the university should not be  considered fulfillment to the GEP USD requirement.

Lastly the committee discussed if this should be a stand-alone requirement. While many agreed this should be a stand alone  requirement, there were concerns as to what in the current GEP a new stand alone USD requirement could replace. Possibilities mentioned were the additional breadth requirement  or three hours of the IP requirement..

COE: Engineering sent a folder which was summarized by Nancy Moore. The college is in support and indicated support of a 3 credit hour course requirement. They also indicated the need for additional rigor within the course assessment of the goals to ensure we are not allowing students to simply check the box without fulfilling the requirement. USD courses are not well funded, a funding pool would be helpful to include more rigor and incentive.   
Within the college of Engineering there are professional organizations that have DEI statements and some kind of ethics attachment that perhaps should be looked at to develop their own course that would be more specific to relating DEI to engineering ethics. Engineering feels there need to be more USD courses but also more specifically through the college of engineering as well.

PCOM: Support a greater credit hour focusing on the historical content. There is still support for something in addition, for an experience or something so perhaps a one credit complimentary period. Based on a level for 3 credit hours, perhaps packing multiple courses for different options, some additional authentication of a basic 3 credit hour conversations. As this progresses colleges could also consider pre-requisites for a USD requirements to see if they meet some of the hour requirements. The Poole College of Management committee discussed if there should be an option for there to be more specificity within their discipline. There was discussion about the upper level accessibility and flexibility. Upon graduations to require a personal diversity statement to evaluate what students are learning and what they are mastering. Documents are also provided in a folder send to OUCCAS.

WCOT: A summary of what was added last time was information added to the recommended questions. At the Wilson College of Textiles college committee the associate director of student services (In charge of diversity and recruitment) indicated like co requisites this should be from within the GEP requirements, not the degree requirements. Suggestion to replace awareness with knowledge when it comes to the knowledge of the uniqueness of all individuals. Still waiting on comments from the associate dean.

Education: The information provided in earlier meetings is the most recent, however the college has made efforts to provide this further within their college and the associate dean and members are in support thus far.

DASA/UC: An update has been provided by University College in the folder. The college asked what we hope in the four levels. They feel this should go beyond the first level (knowledge), so if USD remains a corequisite should students take a lower level USD course in their first two years and then take a higher level USD course in their junior/senior years to get them to the second level of knowledge and understanding.

Li discussed drafting a set of recommendations as specific as possible. That can then be sent out to everybody that is a stakeholder in it, so what I would love to see from my position is especially based on what i've heard you all talk about so far, something short term and perhaps something also long term something short term could be.

This should fulfill all existing objectives and we're going to put two credit hours on it nobody's actually suggesting that I think I deliberately chose that.

This would usually include things like dependencies about all the College feedbacks in that report that's something that one of the Faculty or multiple the Faculty would get together and write that together. Li focused on what the outcome of these discussions will be. For example the writing of the rational and objectives, what changes clarifications are needed? Should the old objectives be tossed and new ones written? How will you know that those are completed? How would you know that USD is sewn within the fabric of the course? What sort of form or questions would you ask for someone to be able to prove this? Should there be credits? If yes, how many and where from? Writing language has changed, do you want to update it?  
How to align the objectives, with the outcomes and measures?

Member indicated it would be very useful is if they could have a matrix where we could have the different points that they've touched on from all the colleges and see where there was agreement and where there wasn't. Li asked for an example from the college.   
Members continued to discuss if the USD corequisite and Global Knowledge would have required hours this gives less flexibility, discussion about if this will change. Recommendations can be short term, long term, narrow or wide, as long as it has what the members want to see. Members discussed online courses due to the current situations with COVID 19, it could be an initial course in the beginning of student careers potentially with someone from each college on the team. Members referenced the *wicked problems* course that could be used as an example. Some universities require an initial USD course that must be taken within the first 60 credits. Members discussed this could be robust enough to fulfill a 3 credit hour requirement.   
he idea that all the students would get some common background, so I think it's well we're talking about, but I also would be I mean, I very much support what to mindset about.

Keeping it at three credits and members also would be concerned about having this be a gigantic online class and that that's all the students. However much you do that you're not going to be able to get the same kind of interaction unless you had to you know, a big single class linked to lots of sections. With funding this would be possible, but members are hesitant to limit USD to an online class with hundreds of students. Members had concerns that without resources needed the category would fall into the same bind it is in now.

The credit hours would need to be distributed within the hours allocated for GEP requirements. Members asked if in R&R there is a way to pull information on how many 100, 200, 300, and 400 level courses are in the USD category.   
Is it possible to raise the number of corequisites? As an advisor, explaining corequisites to students is challenging, so multiple corequisites may increase the complexity.   
Different institutions have different theoretical foundations and different requirements.   
The chair encouraged members to send questions to courses-curricula and add information in the documents, Li Marcus volunteered to be tagged in comments to insure questions added to the folder are seen. Members discussed access to certain college documents within the folder that will be fixed before the next meeting.

Meeting adjourned at 3:01 PM

*Respectfully submitted by Lexi Hergeth*