**Council on Undergraduate Education 2020-2021**  February 12th, 2021

 Zoom Hosted

 Call to Order: 1:31 PM

 **Members Present:** Chair Carrie Pickworth, Kimberly Bush, David Gilmartin, Jillian Haeseler, Carolina Gill, Steven Miller, Nancy Moore, Herle McGowan, Alice Lee, Katherine Annett-Hitchcock, Autumn Mist Belk, Peggy Domingue, Chad Jordan, Etienne Ouellet, Kristin Thoney-Barletta (HH Proxy), Shaun Bennett (DO Proxy), Helen Kraus (TP Proxy)

**Members Absent**: Darby Orcutt, Travis Park, Helmut Hergeth, Qiuyun (Jenny) Xiang, Tamah Morant

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

**WELCOME AND INTRODUCTIONS**

* ***Remarks from Chair Carrie Pickworth***
* ***Remarks and Updates from OUCCAS/DASA –*** Li Marcus shared that the updated syllabus checklist is now available and will be sent out after the meeting. They reminded the committee that CAT training will be taking place next week. Li also reminded the committee that they should have access to the USD folder to add feedback and comments, and to reach out for any support or access needs.
* ***Presentation from Office of Assessment and Accreditation*** *– Dr. Stephany Dunstan* shared a presentation regarding the writing and alignment of student learning outcomes and shared an online resource for members to share and use.
* ***Approval of the Minutes from January 29h, 2021*** *– Member Steven Miller moved to approve*Discussion: Approved

**NEW BUSINESS**

*Special Topics/HON Course Offerings*

* **IPUS 295 Abolitionist Futures** – *Approved*

Discussion: Motion to approve by Autumn Belk. Members discussed that this was the second offering of the special topics GEP course and that the course still looks to have good (some members even suggested better) alignment for IP and USD.

**DISCUSSION: USD Updates**

Helen Kraus presented an initial summary from College of Agriculture and Life Sciences – While working through the questions from CUE, they sought to think about both CALS student needs as well as the place of USD on the GEP at large. They discussed that students being able to apply the concepts of diversity, equity, and inclusion is important, especially given that the careers that students enter after graduation are, by nature, diverse both in terms of disciplinary perspectives and in personnel. Science has many perspectives and facets, and being able to share ideas furthers collaborative aims. CALS focuses on many areas of diversity, most especially in areas of food insecurity/availability and working with limited resources. They discussed that not everyone comes to university with the same level or facet of awareness, and that can represent a big step in student learning. Knowledge seems to be a good benchmark to serve the widest array of students and provides them with a foundation to continue learning in their university experience and their career.

With regards to the status of USD as a co-requisite, the college discussed that it is difficult to separate US Diversity from Global Knowledge, as both are important and there is significant overlap between the two. Similarly, the objectives work for USD but are also applicable to Global Knowledge. Upon reviewing some of the coursework available in USD, the college didn’t feel like they necessarily address the topic of US Diversity because they tend to be siloed – only looking at a particular facet of diversity. They would like to see courses that meet all of the objectives to present a rounder picture of diversity as a topic.

They also added that advisors often find the “co-requisite” nature of USD and GK confusing and that credit hours would be more powerful. They also suggested that internships may be a way to consider applications of DEI.

Li Marcus clarified that form a functional perspective, the GEP courses do need to be graded, but if there is enough preparation and assessment for an internship course to have a grade that such a course could look at being added to the GEP list.

Kim Bush presented an initial summary from College of Natural Resources – The college discussed both academic theory and also the importance of application through volunteer work and programming. There should be a way to assess that students can apply the theories that they learn through something more than a multiple choice assessment. It’s important for students to be able to recognize their privilege shows up in their work and how this can and does apply to their work in the future. Inviting industry professionals who specialize in both disciplinary and diversity work could help with this. Many courses are taught at the basic awareness level, and we should move past this. This may require clarifying and specifying who can teach these courses – that they have training and expertise.

Herle McGowan presented an initial summary from College of Sciences – These discussions folded into discussions already occurring within college leadership about how to apply both theory and practice of DEI concepts. Many instructors in Sciences do already address these issues through examples, case studies, and readings. The college is interested in discussing an overall overhaul of how the GEP functions – looking towards a more competency-based model. They pointed out that there are faculty for whom DEI is their specialty, and they may be able to create a common course experience that colleges could then build from based on their students’ needs. This was also reflected in a part of the CNR discussion. Member Alice Lee added that there was the concern raised that if DEI topics are taught without experience/expertise, that they may do more harm than good.

Kristin Thoney-Barlette presented an initial summary from Wilson College of Textiles – While more input is needed from people within the college, the current feeling is that the number of credits isn’t the most important thing; rather, that all of the objectives are met. Keeping USD as a co-requisite provides flexibility within the program, and should the USD be changed to credit-bearing, that it should come out of the GEP structure rather than removing major course content, and that if the USD requisite is changed that the GK should be changed as well. Li Marcus confirmed that the charge as given supports working within the current GEP credit structure.

Carolina Gill presented an initial summary from College of Design – Discussions are just beginning, but the college discussed that they don’t have a lot of courses that have the USD category, and whether and how their students are engaging with these topics in both theory and application. There is a lot of extension engagement on this topic happening in the college.

Members asked questions about the accessibility and availability of USD requirements. A summary of answers is below:

- A course may seek to be added to the USD list – this makes it a GEP course

- 25% of a GEP course should be “open” – widely accessible. In the past, CUE has allowed for some specificity to this categorization and it is one of the items reviewed.

- A major may point to or require a specific course from a GEP list in order to fulfill outcomes of the major.

Members then discussed the possibility of a GEP overhaul and what that may look like, as it has been over a decade since the last GEP was reviewed. Li Marcus relayed that such a recommendation could also come from CUE, but would take longer, and the interim could mean missing the opportunity to help classes of students that move through their programs. Members discussed that part of the issue is that faculty and students don’t always see the GEP objectives and/or understand what they mean and what they are supposed to teach and learn, which leads to variability in levels of understanding about all of the GEP objectives. This leads to the GEP just looking like a menu of courses to pick from, rather than clear connections in discipline and application. Members also brought up that the status of USD as a co-requisite could exacerbate this problem because it means that the course isn’t necessarily actually focusing on the DEI topics.

Members discussed that it is important to take bold action, both in the short and the long term. Li confirmed that the current status of the discussion is with colleges to have the opportunity for them to provide specific suggestions and feedback, after which CUE will be able to review that feedback, find commonalities, fill in gaps, and synthesize specific plans and recommendations to move forward.

Members briefly discussed diversity.edu as a general experience but that it also has its drawbacks. Compared to some other DEI training programs, it has a light touch and doesn’t go into detail a lot.

Members agreed to take the last few minutes of meeting as reflection time on the conversation and adjourned.

Meeting adjourned at 2:47 PM

*Respectfully submitted by Li Marcus*