

## **ANNUAL REPORT**

University Standing Committee: Council on Undergraduate Education

Academic Year Covered by Report: 2020-2021

Date Report Submitted: 28 May 2021

Report Submitted by: Carrie Pickworth

Number of Times Committee Met: 15 out of 15 virtual meetings met as scheduled

Link to Minutes: [2020-2021 CUE Minutes](#)

## **SUMMARY OF DISCUSSION ITEMS/ACTIVITIES OF COMMITTEE**

The following tables reflect actions taken by the Council on Undergraduate Education (CUE) in the 2020-21 year. CUE met via Zoom fifteen (15) times for 1-2 hours per session, total during the 2020-21 academic year. Meetings slightly exceeded the 3:00pm adjourning time on:

- September 4, 2020,
- February 28th, 2021
- March 12, 2021
- March 26, 2021
- April 9, 2021
- April 23, 2021

The committee had appropriate representation with 17 voting members to carry out its charge with the following roster:

- 1 voting member from each College and 2 from the largest colleges (CALs, CHASS, COS).
- 2 voting members (1 each) representing University Libraries, and Faculty Senate.
- 1 voting student member representing the Student Senate
- Ex-officio non-voting members from Registration and Records, DELTA, Office of International Affairs, and DASA

Other business included:

- ❖ Darby Orcutt was elected as Chair for 2021-2022. (*August 21, 2020*)
- ❖ Quorum was established at 9 members. (*August 21, 2020*)
- ❖ Reestablished the Zoom standards for voting yes/ no abstain using vote in participants tab and established the new syllabus review for the Fall 2020 semester. (*August 21, 2020*)
- ❖ Robert's Rules procedures for amending a motion continued to be applied, clarifying the approval process/discussion for all involved, and allowing for fair discussion and dissent when an amendment to an action is proposed.

The membership and its quorum (minimum of 9 voting members established at the August 21, 2020 meeting) worked diligently each meeting period. In the 2020-21 academic year, a total of 84 actions were considered and processed including 60 permanent offerings and 24 Honors and Special Topic offerings.

For clarity, cross-listed courses and offerings are considered as separate actions. **Table 1.1** indicates a breakdown of these actions.

**Table 1.1**

<b>ACTION</b>	<b>CUE 2020- 2021</b>
Existing Course New to GEP	<b>4 New to GEP</b>
New Course New to GEP	<b>12 New Courses + 18 Special Topics 1st Offering</b>
Cross-listed Courses	<b>12</b>
Honors/Special Topics Shell Offerings	<b>24 = 12 HON + 12 Special Topics</b>
Special Topic Offerings	1st Offering [18] + 2nd Offering [4] + 3rd Offering [2]
Courses Dropping GEP/ Dropped Courses	1 GEP Removed + 0 courses dropped
<b>Total Courses</b>	<b>84</b>

**SUMMARY OF RECOMMENDATIONS:**

- ❖ US Diversity - Discussion Changing Requirement
  - October 2, 2020: During the discussion around current parameters, members discussed the possibility/desirability of applying a 3-credit-hour requirement to the USD category.
  - October 30, 2021: After closing out the discussion regarding current USD parameters, members considered a benchmarking report along with background information from past CUE years and the USD GEP Task Force report from 2017 to begin discussion about changing the USD requirement.
    - After this meeting, a set of initial questions that representatives would take to their colleges was collaboratively developed and sent. These questions aimed to get a sense of the context of USD as a part of the student experience, their major coursework, and as a part of the GEP, and to encourage colleges to think about what the requirement could look like independent of its current status.
  - November 13, 2020 - February 26, 2021: Feedback received from colleges on the preliminary questions (and other information). Members discussed the shape of a recommendation, how specific it would need to be, possible avenues for discussion, and routes to implementation.
  - March 12, 2021-April 23, 2021: With preliminary questions and goals in place and initial feedback received from colleges, members continued to discuss the USD co-requisite. This process included:
    - Examination of the objectives. Whether they sought to measure the most effective and important part of the USD educational experience.
    - Discussion of credit hours and co-requisites. A corequisite (as a verify requirement) would not be able to require multiple courses to complete, or a specific number of credit hours. If CUE wanted to only allow 3-credit courses to count towards USD, it would need to only recommend approval of 3-credit courses for the list.

- A stand-alone requirement would allow students to fulfill the requirement with one or more courses if 1-3 credit courses would be allowed to fill the requirement.
    - Discussion about whether 1-2 credit courses would have the pedagogical space to teach the USD objectives.
    - Discussion regarding whether credit hours was operating as a stand-in for depth of engagement
  - Global Knowledge was also raised as another point where credit hours were not required. To allocate credit to USD could then indicate that GK was not of similar importance. Discussion of merging USD and GK was raised but not further pursued.
- April 9, 2021: Members considered a set of possible recommendations based on previous discussions. At the end of the meeting, members were divided on how to move forward and discussion concluded on April 23, 2021 with consensus that:
  - The USD requirement be renamed to USDEI for US Diversity, Equity, and Inclusion
  - The USDEI requirement would stand alone for 3 credit hours.
    - Three hours would move from Additional Breadth and up to 3 hours of Visual and Performing Arts (VPA) would be allowed to count towards Humanities (HUM).
  - Courses seeking inclusion in the USDEI list would need to illustrate alignment to three objectives.
- May 7, 2021: Members discussed the [CUE Recommendations for USD Requirements \(Appendix A\)](#) and rewrote the objectives to be more inclusive and streamlined.

### **Summary of Discussions/Activities:**

#### ❖ US Diversity - Existing Parameter Clarifications

The committee underwent a process to examine the group’s understanding of current US Diversity (USD) requirement parameters, especially around how courses could show clear alignment to the objectives.

- August 21, 2020: At their first meeting, significant discussion around whether a course met the USD objectives resulted in the committee establishing a need to norm the review of courses under the current USD parameters.
- September 4, 2020: CUE Members met for a “lab” session, examining the rationale and objectives for USD, discussing important points of analysis and opportunity for alignment, and then applying those points to various courses.
- September 18, 2020: Continued discussion of USD Lab with language clarification to be taken back to colleges by representatives for feedback.
- October 2 and 16 2020: CUE received feedback from colleges during the first 30 minutes of their meetings.
- October 30, 2020: Members voted to close USD “current parameters” discussion and move forward with the understanding that the committee will review future USD categories with the following guidelines. Members were charged to bring this back to their colleges.
  - Courses initiated starting January 2021 that come to CUE seeking inclusion in the USD list should show evidence of consideration of the following key items:

- Think more broadly than an understanding of individual or self identities (course looks beyond the self). Covers not only self-exploration, but also a connection to the broader theme of culture, society, systems etc. (Example Levels: Individual, Interpersonal, Institutional, Structural)
- Resources used should be listed in CIM to reflect academic content (Evidence of engagement with scholarly content)
- Evidence of outcomes and measures that look at [some combination of] the individual, interpersonal, institutional, and structural levels of diversity
- November 6, 2020: OUCCAS forwarded this information out to CUE, UCCC, and Associate Deans of Academic Affairs
- ❖ Six rounds of wellness survey (October 2, 2020) - Presentation by Autumn Belk
  - Members were asked to bring the information back to their colleges so a list of courses can be conducted.
- ❖ CIM Form Information and Outcomes: In a few instances, (such as October 2, 2020 and April 23, 2021), members discussed the listings of outcomes in the GEP CIM Courses fields, the Learning Outcomes CIM Courses field, and the syllabus.
  - It is ideal for all learning outcomes to be listed in the student learning outcomes field of CIM, including if those outcomes are also related to the GEP. This field should reflect all learning outcomes of a course.
  - The learning outcomes as listed in CIM should mirror the language of the outcomes in the syllabus. This includes the phrasing of GEP outcomes. This ensures that CUE and UCCC are reviewing and supporting the language that the students see in the syllabi that they receive.
- ❖ Availability and Accessibility of GEP Courses: Members discussed what “widely available” means in the context of GEP courses. If prerequisites are applied, but those prerequisites are few and generally open to students, that allows appropriate accessibility. If the course is restricted to an entire college or cross-college program, that allows appropriate accessibility.
- ❖ May 7, 2021 - In order to facilitate educational innovation in the face of COVID-19 and emergent issues, CUE discussed a wide ranging and highly flexible course and how such a course could align to the General Education Program while supporting student flexibility and engagement with a variety of disciplines.

**APPENDIX A:****2021 Recommendation for altering the US Diversity GEP  
Submitted by the Council of Undergraduate Education  
May 2021****Introduction**

In spring 2015 a review subcommittee of CUE was formed to review the diversity component of the General Education Program (GEP) at NC State. That committee approached the work with two guiding issues: ensuring ample opportunity to meet the USD requirement and providing appropriate opportunities to meet the requirement. The work of the review subcommittee revealed several key themes (see Appendix 1):

- the importance of cultural competence
- the importance of the scholarship of diversity
- the difficulty in addressing diversity
- the need to think about diversity holistically
- variance in student and instructor readiness

The 2015 subcommittee presented a number of recommendations to achieve the goals of creating ample and appropriate opportunities for undergraduate students to meet the USD requirement (Appendix 1, pp 1-3).

In fall 2020, the Council on Undergraduate Education, understanding that the committee has the authority to make recommendations to the Provost, chose to engage in a second review of the USD requirement. Catalysts for this review included:

- continued consideration of the issues raised by the 2015 subcommittee
- concerns with review and approval of courses for inclusion in the category course list
- current national events which provided an additional impetus to make sure NC State is meeting the needs of students in this area

The 2020-2021 CUE decided to review the category as a full committee rather than create a subcommittee. The work of the present CUE is a continuation of the work of the 2015 subcommittee. The key themes noted in the 2015 report remained at the forefront of 2020-2021 discussions; several recommendations found in this report echo those included in the 2015 report. Similarly, several of the concerns noted in the 2015 report remain valid in the 2021 recommendation. Appendix 1 presents the 2015 report in its entirety.

**US Diversity**

The North Carolina State University General Education Program (GEP) currently includes a US Diversity (USD) requirement. As currently designed, the USD requirement is a one-course, 0 credit hour co-requisite. The course selected to meet the USD requirement may, currently, be used to satisfy another GEP requirement if the selected course exists on the approved GEP co-requisite list.

CUE reviewed the course credit requirements, co-requisite status, category objectives, and requirements for course inclusion on the category list. CUE members were tasked with seeking feedback and input from their Colleges (including curriculum committees, DEI professionals in the college, academic advisors and associate deans).

### Recommendations

1. Update the category title to US Diversity, Equity, and Inclusion (USDEI)\*. The committee feels that the title US Diversity does not adequately encompass the scope of topics that must be addressed within this category to provide students the foundation needed to grow in their cultural competency.
2. Implement a 3-credit hour requirement for the USDEI category\*. *The USDEI category will carry a 3 credit hour requirement. This requirement may be met by completing one course or a combination of courses totaling 3 credit hours.* Attaching a three credit hour requirement elevates and signals the importance of the requirement. Allowing any combination of 1, 2, and/or 3 credit courses provides opportunities for students to learn in a variety of ways. This approach allows the opportunity for students to select (and colleges to design) a suite of one and two credit courses that collectively expose students to the topic through a holistic combination of practical experiences and scholarly engagement.
3. Designate the USDEI requirement as a standalone GEP category requirement\*. *Courses used to fulfill the USDEI requirement may not be used to satisfy any other GEP category requirements. Courses used to fulfill the USDEI requirement may be used to satisfy major requirements if the course appears on approved major course lists.* This approach allows the flexibility of meeting the requirement with a combination of 1, 2 or 3 credit courses. It also incentivizes the creation of upper level major specific courses that address issues of diversity, equity, inclusion, privilege, oppression, power and responsibility that exist within specific disciplines, industries, fields, etc.
4. Adjust the GEP to eliminate the Additional Breadth category. Expand the Humanities category to include courses in the Visual and Performing Arts<sup>^</sup>. Elevating the USDEI requirement to 3 credit hours creates an overage in the total GEP hours. To address this, CUE recommends eliminating the Additional Breadth category. To address limitations that this may create for students who are interested in exploring VPA courses, CUE recommends that the Humanities category be expanded to allow students to count up to three hours of VPA courses in the HUM category.
5. Update current objectives as follows and require courses to meet all objectives†.
  - *Objective 1: Analyze how diverse identities shape and/or are shaped by cultural and societal influences.*
  - *Objective 2: Analyze the interrelationship and dynamics between historical, social, political, and/or economic processes and diversity, equality, and structured inequalities in the U.S.*
  - *Objective 3: Evaluate how social actions and interactions between diverse identities affect equality and social justice in the U.S.*

The current USD objectives are such that two focus on the experiential aspect of diversity and two focus on the scholarly study of diversity. CUE recommends revising the current objectives to reduce the number of objectives to three. All courses applying for inclusion on the USDEI list will need to meet all three objectives. This approach ensures that all courses on the USDEI list will reflect the scholarly study of diversity as well as the experiential aspect thus allowing more holistic study of the topic.

6. Update the USDEI category description to include the category definition of ‘diverse identities’†. *For the purposes of the USDEI category, diverse identities include religious, gender, gender identity, ethnic, racial, class, socioeconomic status, citizenship status, sexual orientation, disability, and/or age identities.* This approach allows the USDEI category objectives to be communicated more succinctly and allows for more straightforward category updates as the definition of diverse identities evolves.

\*Single motion vote of 9-3 in favor of the change

^Single motion vote of 9-2 in favor of the change

†Single motion vote of 13-0 in favor of the change

### **Considerations**

In developing these final recommendations, the committee considered a number of options based on thoughtful feedback from the colleges. Two of the more impactful changes to the current USD co-requirement that included significant discussion and are continued areas of concern are mentioned below.

1. Discussion around the co-requisite status of the USD requirement: Maintaining the co-requisite status of the USD requirement would remove the need to reallocate three hours from Additional Breadth to USDEI within the GEP and eliminate the need to redefine the Humanities category to include Visual and Performing Arts. However, strong support for 1) a three-credit hour requirement for USDEI and 2) for the flexibility to complete the requirement with a combination of 1, 2 or 3 credit courses, led the committee to settle on the stand-alone requirement. Challenges with monitoring the use of multiple courses to fulfill a co-requisite made the option of maintaining co-requisite status untenable. Additionally, the committee recognizes that a standalone requirement that may also count within the major provides incentive for departments to create or redesign upper level, discipline-specific courses to meet the requirement. As noted in the 2015 report, the USDEI requirement would benefit from financial incentives to faculty to facilitate this process. Such incentives have been previously used with other GEP categories and most recently to encourage/support faculty in taking their courses online due to the COVID-19 pandemic.
2. Discussion around updating objectives: the 2020 committee agrees with the 2015 review that the current USD objectives are written such that two objectives focus on the experiential aspect of diversity and two focus on the scholarly study of diversity. Since courses currently are required to meet two objectives, it is possible for courses to be focused solely on scholarly study or solely on experiential exposure. The committee believes both aspects of the study of diversity are important but recognizes that the current approach leads to a great deal of variability in student experience. The committee considered creating a ‘primary’ objective that all courses must meet and then allow choice among the remaining four objectives. Ultimately, the committee felt that 1) reducing the number of objectives to three (while maintaining the spirit and rigor of all four current objectives) and 2) requiring that courses meet all three objectives, best brings the USDEI requirement in line with other GEP Category requirements and ensures that all courses included on the USDEI list meet the full rigor of the category.

### **Opposition concerns**



Finally, the recommendations contained in this report result from a series of official votes on motions made with regard to the recommendations. Not all voting outcomes were unanimous and noted particular concerns from the representatives of the College of Humanities and Social Sciences. Details of their concerns for 1 and 2 are included in Appendix 2.

1) Allowing 1-2 credit courses to be used toward fulfillment of the USDEI requirement due to concerns of scholarly depth and ability to achieve USDEI objectives.

2) Making the requirement a standalone requirement as opposed to a continued co-requisite due to the impact on the Additional Breadth category.

3) Need to address Global Knowledge (GK) as the only co-requisite within the GEP. Concerns that altering USD co-requisite status without addressing GK unintentionally downplays the importance of the GK GEP.

Appendices.

Appendix 1: [2015 Review Subcommittee of the Council on Undergraduate Education Report](#)

Appendix 2: [Comments for CUE on USD Vote](#)