



## Council on Undergraduate Education 2021-2022

October 8, 2021  
**Meeting hosted via Zoom**  
1:30pm-3:00pm

**Members Present:** Chair Darby Orcutt, (Past Chair) Carrie Pickworth, Qiuyun (Jenny) Xiang, David Berube, Jillian Haeseler, Marc Russo, Steven Miller, Nancy Moore, Tamah Morant, Lara Pacifici, Herle McGowan, Jane Lubischer, Ahmed El-Shafei, Nathan Leaf (UC Proxy), Autumn Belk (UC Proxy), Dave Provost, Tushar Ghosh, Ethan Renfro

**Members Absent:** Stephany Dustan, Peggy Domingue, Lexi Hergeth, Helmut Hergeth

**Guests:** Daniel Gruehn, Jason DeRousie

**Ex-Officio Members Present:** Li Marcus, Erin Dixon, Michael Bustle

### WELCOME AND INTRODUCTIONS

- **Remarks from Chair Darby Orcutt** – Welcomed the committee
- **Remarks and Updates from OUCCAS/DASA** – Li confirmed that Leepfrog is ready and waiting to make the objective language updates based on the results of the meeting today and OUCCAS will be following up with the associate deans of academic affairs about the review process etc next week. Li also updated the committee that Lexi is officially out on leave. For best communication, please e-mail [courses-curricula@ncsu.edu](mailto:courses-curricula@ncsu.edu) so that the team can help. Harrison Breen is our new temp who will be stepping in for Lexi, so expect to see some e-mails from both him and our student intern Annabel.
- **Approval of the CUE Minutes from September 24, 2021** – *Approved unanimously*  
Discussion:

### NEW BUSINESS

#### Special Topics/HON Course Offerings

- **VPKG 295 Paris Noir: The Harlem Renaissance in Paris (GK, VPA)** – *Approved unanimously*  
Discussion: This course was presented by Autumn Belk  
Reviewers confirmed that they did not see any issues. Approved unanimously without further discussion.

### DISCUSSION

Chair opened the floor for feedback from the colleges, including whether members had reached out to their colleges.

Sciences – Liked increased specificity and clarity of the objectives. For objective 1, is two identities enough or does one course need to consider more identities? Similar question in objective 2.

PCOM – Recommendation for the list in objective 1 to change “gender, gender identity” to “gender expression, gender identity.”  
Objective 2 – The proposed changes loses the “causes and consequences” from the wording in the CUE recommendation. It represents a substantive difference as it changes the focus from the interdisciplinary comparison and contrast to looking at causality.

Natural Resources – There was a concern that by creating a list someone might note that their identity was missed.  
Recommendation to add a broader statement such as “diverse identities, broadly defined” or “include but not limited to.”  
Objective 2 – Recommendation to change “and/or” to “or” since “or” is not exclusive. CNR discussion/feedback was done over email because the monthly college committee meeting occurred just before the last CUE meeting.

Academic Policy Committee – The Chair met with APC this week to update them about the implementation of the USDEI and during that discussion was able to hear feedback about this wording. The feeling was one of positive support for Objective 1 with one question – should political diversity be included in this statement? There were concerns around Objective 2 as a substantive change similar to PCOM’s discussion. There was a general support for wording changes from APC.

CALS – The USDEI recommendations were discussed at the committee meeting, but no feedback was shared about the objective updates.

Engineering – The member has reached out and has not heard feedback.

UC – The member has reached out but has not received official feedback, but did receive generally-supportive responses from a few individuals.

Design – Initial discussion centered around concern about not knowing about the recommendation, but past design member and associate dean of academic affairs explained history and process and were supportive of the wording changes.

CED – The CED associate dean of academic affairs has been kept updated on this process, and while there has been a change in dean-ship, the member didn't foresee any dissatisfaction with the recommendations of the committee. They are in support of the changes and are excited about what this represents for education as a college and some of the course development they will be entering into as a result.

Hearing no further discussion or reports out, the Chair opened the floor for a motion concerning the proposed updates to the objectives' wording.

**Member Tamah Morant moved to accept proposed language update for Objective 3. Motion was seconded.**

CUE proposes the language change to objective as shared in the document linked from the agenda.

"Objective 3) Examine and analyze how social actions and interactions between people of diverse identities affect equality and social justice in the US."

Approved unanimously

**Member Tamah Morant moved to accept changes to Objective 1 with the additions of "but not limited to" and "gender expression." Motion was seconded.**

The Chair reminded the committee that CUE has the responsibility to consult with colleges and constituents on changes and he would leave it to the committee to decide if these changes are substantive enough to need to return to colleges for further discussion.

A member asked whether there is a difference between gender identity and gender expression. Members discussed what these two terms mean. A member also asked whether linguistic identities should be included in the list. A member pointed out that at all of the items on the list are identities and that the end of the list there is the word "identities," which would make the list item "gender identity" "gender identity identity." They also questioned whether CUE would truly reject a courses' alignment with this objective if the course discussed an identity not explicitly stated on this list.

Another member suggested that the group agree on the "but not limited to" wording and the continue discussion on the "gender identity" wording.

A member agreed with the point that gender identity is implied in the list, and suggested that it is up to the instructor to talk about the difference, for example, between gender expression and gender identity with their students.

**Member Jane Lubischer moved to amend the motion to keep "but not limited to" but strike "expression" and strike "gender identity." Motion to amend was seconding. Approved unanimously.**

A member clarified that the intent of moving the identities list outside of the objective was to be clearer that it applies to all objectives and would be more easily updated. The members from CHASS relayed the feedback from their college that it would be better for the list to be in the objective itself for the committee to see up front rather than above or as a footnote. It is an opportunity to affirm all these groups in the objective itself.

Li Marcus asked the members whether faculty proposing a course in the future for USDEI would have a certain burden of proof required of them if the identity their course covers is not explicitly on this list. Members clarified the question as the possibility of future CUE concern about an "open door" of identities, such as if a course dealt with the identity of being a fan of a particular sports team. Members discussed whether further definition may be required. Do these identities specifically need to be people that have experienced social inequities? Is there a particular name for this type of identity? A member also pointed out that since

objective 2 deals specifically with social inequality that that will help define the identities in Objective one. Another member confirmed that the other objectives would provide limits and guiding lines. A member noted there are groups out there that self-define as marginalized groups, but proposers and reviewers need to use some human sensibility to consider the identity being proposed. The identities as listed match and have gone through many realms of jurisprudence and an identity that would not meet the spirit of the objectives is highly unlikely.

The Chair reiterated the amended motion on the floor: "Objective 1) Analyze how diverse identities shape and/or are shaped by cultural and societal influences. (For the purposes of the USDEI category, diverse identities include but are not limited to religious, gender, ethnic, racial, class, socioeconomic status, citizenship status, sexual orientation, disability, and/or age identities.)"

Motion Approved unanimously.

**Member Jane Lubischer move to accept proposed rewording of Objective 2: "Objective 2) Analyze and interpret the causes and consequences of historical, social, political, and/or economic processes that produce structured inequalities in the US."**

A member brought up the concern that this proposed change forces a directionality, unlike an examination of the potential interplay that the current language holds as an examination of the dynamics between these two systems. The potential language loses the impact that oppressed groups can have an effect on the system of inequality. Another member agreed and pointed out that applying directionality to the objective brings the work of the committee backward rather than forward, as the committee changed the wording of objective 1 from the original (pre-Fall-2023 version) to remove directionality.

Another member heard the concern and suggested that forcing the courses to deal with causes and consequences through this directional objective is critical and suggested that Objective 3 looks at how people with diverse identities can affect equality and social justice.

Another member commented that they would hate to lose the word interpret as the process of interpretation is a great way to raise questions associated with social issues. Interpretation can transform a class into an important social process.

Members discussed that even if Objective 2 as proposed is directional, the objectives as a whole are bi-directional.

Members discussed whether a course could avoid talking about causes and consequences in the original wording from CUE due its vagueness. They questioned whether these concepts have to be mutually exclusive and whether there could be courses that would meet objective 2 but could not meet objective 3. Members discussed a course that would meet both objectives by design and necessity.

The Chair asked for clarification about whether just adding "interpret" to the original answer some of the concern? Members confirmed that this would not since that would still lose the cause and consequences portion of the proposed wording.

With discussion come to a close and without an amendment to the motion on the floor, the Chair clarified that if members voted "yes," then the proposed wording would move forward, and if "no" or "abstain," that the original CUE-recommended wording would move forward.

Motion Approved – 12 Yes and 5 No

Meeting adjourned at 2:47 PM

*Respectfully submitted by Li Marcus*