



IOWA STATE UNIVERSITY  
Faculty Senate

**Executive Board Minutes**

**Friday, July 23, 2021 – WEBEX 3:00 p.m.**

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**Present:** Al Shihabi, D. (FDAR); Butler, A. (Secretary); Gillette, M. (CHS); Faber, C. (Past President); Freeman, S. (Governance); Muecke, M. (COD); Oberhauser, A. (RPA); Parsa, R. (COB); Perkins, J. (President-Elect); Wallace, R. (LAS); Wheeler, A. (President)

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**1. Call to Order**

President Wheeler called the meeting to order.

**2. Introductions and Welcome**

President Wheeler welcomed members, and executive board members introduced themselves.

**3. U.S. Diversity Requirement [20-35]**

The members of the committee discussed the US Diversity Requirement issues and relating to the motion as it had not been signed off by the provost or the president. Senator Wallace raised concerns. Past president Faber supported those concerns. Senator Freeman introduced a motion to amend so that at least one of four approved learning outcomes was met in each course. The motion was amended to at least three of four. The motion was seconded and adopted. The vote 9 in favor, 2 against.

**4. Faculty Retreat**

Short discussion of members of questions to president and provost for faculty retreat on 5<sup>th</sup> August.

**5. Adjournment**

The meeting adjourned.

Respectfully submitted by Andrea Wheeler Faculty Senate President in accordance to Robert's Rules of Order

# U.S. Diversity and International Perspectives

## Guidelines and Procedures

Approved by the Faculty Senate on May 4, 2021; approved by the Executive Board on behalf of the Faculty Senate July 23, 2021

(Approved by the FSCC 10/2/96; revised 5/2/97, 11/25/97, 4/28/98, 3/30/00, 4/10/09, 9/7/18)

One of Iowa State University's goals is to prepare its students to meet the challenges of responsible civic engagement and effective professional roles in a culturally diverse global community and workplace. To help achieve this goal, all undergraduate students must fulfill graduation requirements in two areas: U.S. Diversity and International Perspectives. At a minimum, students can fulfill this requirement with three credits of course work (or the equivalent in some alternative academic experience) for each area. In most cases, courses used to meet the U.S. Diversity and International Perspectives requirements can also be used to fulfill general education requirements of the student's college or requirements of the student's major. Students should consult with advisors for details of the requirements in particular majors.

The focus of the U.S. Diversity requirement is understanding the social complexity of human beings based on analytical categories such as race, ethnicity, or gender, and the ways those categories have excluded historically marginalized groups. Intersectional understandings of diversity consider other categories of identity (e.g. sexuality, culture, and religion) related to race and ethnicity. A diverse and robust education means exploring these social complexities in a structured learning environment to familiarize students with the historical, societal, and political contributions of diverse populations.

Through completion of the U.S. Diversity requirement, students will achieve at least twethree of the following learning outcomes:

- identify the experiences and contributions of underrepresented or marginalized groups and how they have shaped the history and culture of the United States.
- understand the analytical concepts of culture, ethnicity, race, gender, sexuality and/or religion and be able to apply these concepts to an analysis of the United States.
- analyze systemic oppression and personal prejudice and their impact on marginalized communities and the broader U.S. society.
- evaluate important aspects of diversity, equity, and inclusion so they can live, work, and collaborate with others in the 21<sup>st</sup> century United States.