

U.S. Diversity Course Requirement Committee (USDC) Minutes

Date and Time: Thursday Oct 19 1-2 pm CST

Minutes taker: Jen Leptien, in place of Diane Rover

Process monitor: Stephen Biggs

Meeting Chairperson: Monica Gordillo

Zoom link found on committee Canvas page

Meeting called to order at: 1:06 pm

Meeting adjourned at:

Was a quorum present?: (at least 5 people for quorum)

Committee members in attendance: (all committee members including chair are voting members; quorum = 5)

1. Grad student and CELT rep: [Paul Hengesteg](#), program evaluation coordinator (CELT) and PhD student in School of Education
2. VP for student affairs reps (x2): [Jen Leptien](#), director of Learning Communities
3. VP for student affairs reps (x2): [Bill Boulden](#), associate dean of students/director of Greek Affairs
4. Multicultural students leadership council: [Jordan Brooks](#), director of Multicultural Student Success, College of Design and PhD student in School of Education
5. CALS: [Kurt A. Rosentrater](#), associate professor, Agriculture and Biosystems Engineering
6. LAS: [Stephen Biggs](#), associate professor, Greenlee School of Journalism and Communication/English
7. Chair/ Business: [Monica Gordillo](#), teaching professor, Management and Entrepreneurship

Committee members not in attendance: (move names here)

8. Design: [Jane Rongerue](#), associate professor, Community and Regional Planning
9. Engineering: [Diane Rover](#), university professor, Electrical and Computer Engineering
10. Sabbatical Fall 23/ HS: [Kelly Reddy-Best](#), associate professor, Apparel, Events, Hospitality Management
11. Student government rep: vacant
12. Vet Med: currently vacant

Topic and Outcome	Notes
	Minutes taker <ul style="list-style-type: none"> • Record very brief overview of what was discussed on each topic. • Record motions made: exact motion, who made the motions. Results of digital votes, when necessary, will be included upon completion of vote. • Record actions, assignments, deadlines
<i>Meeting responsibilities; roll call; chair announcements</i> <u>Discussion</u> <u>Lead:</u> Monica	<ol style="list-style-type: none"> 1. Review: Documentation for transfer courses 2. Qualtrics changes: item
<i>Minutes approval</i> <u>Outcome:</u> vote <u>Lead:</u> Monica	No minutes needed to be approved for this session.
<i>Course proposal review</i> <u>Outcome:</u> discussion <u>Lead:</u> Monica	We are reviewing these courses today. ISU course <ol style="list-style-type: none"> 1. Af Am 327 (Begley) evaluators said meets ISU criteria and that embedded artifacts were good; no concerns shared by others in the group Transfer courses

	<p>2. ENG 2550 (Heggen); feedback from evaluators was shared that led to a larger discussion to how we evaluate transfer courses.</p> <p>Discussion of transfer courses:</p> <ul style="list-style-type: none"> • conversation about concerns over items and artifacts not being included in submissions; items not being included creates an information gap when reviewing • From our previous conversation about transfer submissions, we determined that there is not an expectation to include details because professors will not be submitting the transfer courses (advisors will likely be the individuals submitting courses for review). • Questions posed: • Should a student need to submit a rationale for why the course meets ISU US Diversity course criteria? • Do we need to ask students to take an ISU US Diversity course in order to ensure it meets the criteria? Discussed that this presents a financial challenge to some students; requiring an ISU US Diversity course would be a decision beyond the committee – likely would need to be determined by Faculty Senate • Are we going to ask transfer course submissions to include an item? Should we ask that a student provide the item? Should this be requested of the instructor? Should we say that “When possible, provide an item from the instructor that can help with review, such as a rubric, assignment description, PPT slides, etc.?” • What are expectations for doing this if a student has a gap in their academic career that does not allow for producing more than a syllabus? • Is there a marker at other schools indicating if a course is an accepted U.S. Diversity course at their school? • Monica offered to add 2 questions to the vote this week: • Should we <i>request</i> an item to be included with transfer course submissions? • Should an item be <i>required</i> for submission? <p>3. MUSC 1110-02 (Kapler); evaluators shared their perspectives on reviewing this course; attending committee members were unsure how to vote without clear guidelines based on the challenges presented in the discussion above.</p> <p>2:02 p.m. Jordan Brooks and Jen Leptien had to leave the meeting as it exceeded the scheduled hour timeframe. Billy Boulden offered to take minutes for the remainder of the session.</p> <p>4. ENGL 2550 (Kixmiller)</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> • Who voted yes on the course? Why? • Did anyone vote no? If yes, why? • Did anyone feel they need more information? If yes why? • Any questions or concerns about the proposal?
<p><i>For the good of the order</i></p> <p><u>Lead:</u> Monica</p>	
<p><i>Process monitor report</i></p> <p><u>Outcome:</u> informational <u>Lead:</u> Process monitor</p>	<p>The process monitor will objectively report verbally on the following in one minute or less:</p> <ul style="list-style-type: none"> • Who did we hear from this meeting? Was one person dominating? • Did it appear that all individuals had a chance to express their opinions and contribute verbally or via chat? • Did we stay on track according to the agenda or if we did get off track, did we acknowledge that it was necessary? <p>Stephen reported that all participation was appropriate, and all attendees participated</p>

