ASCC Race, Ethnicity, and Gender Diversity Panel

Approved Minutes

Wednesday, August 29th, 2022 1:00 PM-2:30 PM

Carmen Zoom

Attendees: Abrams, Hilty, Fletcher, Martin, Ponce, Price-Spratlen, Steele, Vankeerbergen

**Agenda**

1. Welcome and planning
	1. The Panel discussed the committee’s additional role this semester. They will be working with current and future instructors of REGD courses to “bridge the gap” between course proposal and implementation.
	2. The Panel would like to have at least two meetings for this purpose.
		1. At least one would be an online meeting, to better facilitate schedules and accommodate regional campus faculty.
		2. One meeting will be during our regularly scheduled meeting time if the queue of courses permits.
		3. The second meeting would take place at an alternate time to be determined later.
	3. Intended outcomes for these meetings will include, but not be limited to:
		1. Sharing emerging best practices for teaching REGD.
		2. Supporting instructors from across disciplines who may not be connected with others teaching in this area.
		3. Preparing instructors to have difficult conversations with students about REGD topics.
2. Approval of 5/9/22 minutes
	1. Price-Spratlen, Ponce; approved with one abstention
3. English and Comparative Studies 2264 (existing cross-listed courses with GEL Cultures and Ideas & GEN Foundation: Historical and Cultural Studies; requesting GEN Foundation: REGD)
	1. **Contingency**: The Panels asks that the departments include all GE goals and ELO’s for the GE Foundation: Race, Ethnicity and Gender Diversity on the syllabus. A complete list of Goals and ELOs can be found on the Arts and Sciences Curriculum and Assessment Services website here: <https://asccas.osu.edu/new-general-education-gen-goals-and-elos>.
	2. **Contingency:** The Panel requests that the departments incorporate more of the information from the “Foundations” section of the GE Rationale (pg. 1) into the Course Description (syllabus, pg.1), the course learning outcomes (syllabus, pg. 1-2), and the statement about how the course meets the ELOs for REGD (syllabus, pg. 2), so that students understand that race, ethnicity, gender, and intersectionality are the central focus of the course.
	3. *Recommendation:* The Panel notes the active engagement with REGD topics during the first two units in the course, but sees that this direct engagement seems to “taper off” during the 3rd unit. The Panel recommends continuing to center REGD topics during this portion of the course.
	4. *Recommendation:* On page 5 of the syllabus, under “Abstract and Annotated Bibliography”, there is a reference to “original research on/with Black women writers”. The Panel wonders if this may be an artifact from another syllabus, as Black women writers do not seem to be a central theme of the course. They encourage the department to re-consider whether this was the intention of the assignment, and if so, recommend that they better connect this topic with other material in the course.
	5. *Recommendation:* The Panel recommends that the department list a Netflix subscription as a part of the “Course Materials and Technologies” section of the syllabus (pg.3) if they plan to have students utilize this streaming service to access course material (syllabus pg. 12, under “Week 9”; Ava DuVernay’s *13th*).
	6. The Panel recommends that the department remove the reference to graduate courses, the graduate program, and the department of Women’s, Gender, and Sexuality Studies (syllabus pg. 7-8 under “Student Services and Advising”) as this course is not associated with the Graduate School or that department.
	7. *Recommendation:* The Panel notes that the title of the GE Category should read “Race, Ethnicity and Gender Diversity” rather than “Race, Ethnic, and Gender Diversity” (syllabus pg. 2 under “General Education Goals and Expected Learning Outcomes”).
	8. *Recommendation:* The Panel recommends that the department remove the reference to “OSU Standard Grade Guidelines” as the university does not have standard guidelines or a standard grading scale. (Syllabus pg. 6 just prior to “Course Policies and Resources”).
	9. Comment: The Panel offers a friendly note that the word “central” appears as “centrale” in the explanatory paragraph that follows the GE Goals and ELOs (syllabus pg. 2).
	10. Comment: The Panel offers a friendly reminder to the departments that students following the new GEN will not be required to take English 1110 (though it is still an option) and that English/Comparative Studies 2264 might be available to a wider range of students if the pre-requisite were changed to “Completion of GE Foundation Writing and Information Literacy course”.
	11. Miriti, Abrams; unanimously approved with **2 contingencies** (in bold above), *6 recommendations* (in italics above), and 2 comments.
4. Spanish 2242 and Comparative Studies 2322 (existing cross-listed courses with GEL Cultures and Ideas and GEL Diversity—Social Diversity in the US & GEN Foundation: Historical and Cultural Studies; requesting GEN Foundation: REGD)
	1. Comment: The Panel would like to express their enthusiasm and excitement for the course; they appreciated the interesting questions that the course explores and they found the technique of using key words to be especially helpful in a course such as this.
	2. *Recommendation*: The Panel recommends that the department modify the statement that follows the GEN goals and ELOS (syllabus pg. 2) to focus on how the course aims to fulfill the GEN goals and ELOs through the lens of Latino/a studies rather than on assessment. The Panel encourages the department to incorporate some of the excellent material found in the GE submission form (especially the initial “Foundations” section on pg. 1) into this section of the syllabus.
	3. *Recommendation*: The Panel recommends adding the words “race”, “ethnicity”, “gender” and “diversity” to the key words list used in the course, as they relate to the other key words in the course and are used in the assigned text.
	4. *Recommendation*: The Panel notes that the title of the course on the Course Change Request form and on the syllabus are not the same. The Course Request Form (pg. 1) names the title as “Introduction to Latino Studies”, with the transcript abbreviation as “Intro Latino St” and a corresponding course description. In contrast, the syllabus (pg. 1) refers to the course as “Intro Latino/a Studies”, and the Content Topic List (Course Change Request pg. 3) refers to “Latino/Latina/Latinx”. While they do not have a preference for a particular title, the Panel recommend that either the title on the syllabus or the title of the course in the Course Catalog (and the corresponding Transcript Abbreviation and Course description) be altered so that they are consistent.
	5. *Recommendation:* The Panel recommends that the heading that reads “Goals and ELOs for Race, Ethnicity and Gender Foundation” (syllabus pg. 2) be modified to read “Goals and ELOs for Race, Ethnicity and Gender Diversity Foundation” in order to be consistent with the full name of the GEN category
	6. *Recommendation:* The Panel recommends the following adjustments to the “Grade Breakdown” section of the syllabus:
		1. Removal of reference to the grade “D-”, as Ohio State does not have an option for instructors to assign the grade of D-.
		2. Removal of reference to the grade “F”, as students who do not pass the course are assigned the grade of “E”.
		3. Adjustment or removal of the “Assignment Grading” subsection, as the numerical values given do not line up with the “Final Grade” scale below. For example, receiving 10 points on a 15 point assignment would translate to a 67%, which the “Final Grade” scale names as a “D” rather than a “C”; earning an 18 points on a 20 point assignment would translate to a 90%, which “Final Grade” scale names as an A- rather than a B.
	7. Abrams, Ponce; unanimously approved with *5 recommendations* (in italics above) and 1 comment
5. Sociology 2309 (existing course requesting new GE Foundation: REGD) (return)
	1. Comment: The Panel would like to express their appreciation to the department for the significant work that was put into changing the course. They feel that the latest version of the course more directly addresses REGD issues, and they appreciate the “capstone” nature of the final research project.
	2. *Recommendation:* The Panel recommends that the department correct the name of the GEN category on pg. 3 of the syllabus (under “GE Course Information”) to read “Race, Ethnicity and Gender Diversity”.
	3. *Recommendation:* The Panel recommends that the department consult with the Arts and Sciences Office of Distance Learning (<https://ascode.osu.edu/>) regarding best practices for online exams. They note that on the syllabus (pg. 5) it is explained that exams will be available “during two entire testing weeks”, and they have concerns about the ramifications of this long testing period for academic integrity.
	4. Ponce, Abrams; unanimously approved with *2 recommendations* (in italics above) and 1 comment.
6. Comparative Studies 2281 (existing course with GEL Cultures and Ideas and GEL Diversity-Social Diversity in the U.S. & GEN Foundation: Historical and Cultural Studies; requesting GEN Foundation: REGD) (return)
	1. The Panel asks that the department alter several key parts of the course proposal to ensure that the course is (and will continue to be) focused on issues of race, ethnicity, and gender diversity (as viewed through the lens of American Studies and American icons.) These alterations include:
		1. Providing further clarification about and identification of the “American Icons” around which the course is focused, and how those icons will provide a basis for a foundational study of race, ethnicity, gender, and intersectionality.
		2. Modifying the Course Description and Course Learning Outcomes (syllabus pg. 1) to define the course more clearly as a foundational study of race, ethnicity and gender diversity. The Panel notes that the Course Description does not mention race, ethnicity, gender or intersectionality, and the Course Learning Outcomes only briefly mention these central concepts.
		3. Demonstrating (via the Course Calendar, the explanatory paragraph following the GEN Goals and ELOs, or other means) how the instructor will focus discussions and class sessions on exploring the icons’ relationships to issues of race, ethnicity, gender, and intersectionality.
	2. The Panel requests that the department provide further information about the “Small Assignments” and “Final Essay” per the ASCC requirement for “information about the length and format of all papers, homework, laboratory assignments, and examinations” to be included in the syllabus. (<https://asccas.osu.edu/curriculum/syllabus-elements>). They note that more information about the structure and topic of these assignments may help them to better understand how foundational REGD concepts and topics will be central to the course (as addressed in item “a” above).
	3. The Panel asks that the department reach out to the Chair of the REGD Panel, Richard Fletcher.161, for further clarification on the above comments.
	4. The Panels requests that the department include all GE Goals and ELO’s for the GE Foundation: Race, Ethnicity and Gender Diversity on the syllabus. A complete list of Goals and ELOs can be found on the Arts and Sciences Curriculum and Assessment Services website here: <https://asccas.osu.edu/new-general-education-gen-goals-and-elos>.
	5. The Panel asks that the department remove the reference to “OSU Standard Grade Guidelines” as the university does not have standard guidelines or a standard grading scale. (Syllabus pg. 5 just prior to “Course Policies and Resources”)
	6. The Panel offers a friendly reminder to the departments that students following the new GEN will not be required to take English 1110 (though it is still an option) and that the course might be available to a wider range of students if the pre-requisite were changed to “Completion of GE Foundation Writing and Information Literacy course.”
	7. No Vote