ASCC Race, Ethnicity, and Gender Diversity Subcommittee

Approved Minutes

Friday, Feb. 23rd, 2024 8:30-10:00 AM

Carmen Zoom

Attendees: Fletcher, Ponce, Pradhan, Price-Spratlen, Steele, Vankeerbergen, Warren

**Agenda**

1. Approval of 1/26/24 minutes
	1. Price-Spratlen, Warren; unanimously approved.
2. History of Art 2003 (existing course with GEL VPA, GEL Historical Studies, GEL Diversity—Global Studies, GEN Foundation LVPA, and GEN Foundation Historical and Cultural Studies; requesting GEN Foundation REGD)
	1. **Contingency:**  The Subcommittee asks that the department amend the course description in curriculum.osu.edu (under “General Information”) to include a mention of the course’s focus on the intersectional study of race, ethnicity, and gender. They request the inclusion of this language to help ensure that all future iterations of the course maintain this focus.
	2. **Contingency:** The Subcommittee requests that the department provide more information on the syllabus about the course’s focus on the intersectional study of race, ethnicity and gender. To this end, the Subcommittee asks that the following alterations be made:
		1. In the explanatory paragraph that follows the GEN/GEL goals and ELOs (syllabus, pg. 5), they ask that the department provide more information about how the course will address the REGD ELOs. The Subcommittee observes that only one sentence seems to address the REGD category, and that much of the information in this paragraph seems to be geared toward the GEL Diversity: Global Studies category. As History of Art 2003 is attempting to fulfill 6 different GEL/GEN categories, the reviewing faculty note that it is permissible and encouraged for the department organize this information into more than one explanatory paragraph.
		2. While the GEN Submission Form does provide information on how the course’s assignments will be used to assess students’ achievement of the REGD goals and ELOs, the Subcommittee requests that some of this information be brought into the assignment descriptions (syllabus, pgs. 6-7) so that students understand how the assignments are related to the GEN category.
	3. **Contingency:** The Subcommittee commends the department for all the excellent material focused on gender, but they ask that the department include more material/information in the course syllabus/GEN Submission Form about how the course will address race and ethnicity and their intersections with concepts surrounding gender. For example, they note that the response to ELO 1.1 on the form deals exclusively with issues of gender, and that, while the response to ELO 1.3 does have some mention of race and ethnicity, it does not discuss how this intersects with gender. Additionally, they are unable to see substantial attention to these ideas in the course schedule (syllabus pgs. 13-16). While they acknowledge that some of this may be covered in the study of colonization in weeks 7-9, it is not explicit in the course schedule and would not be readily apparent to a student. While the Subcommittee does not require that course material be “evenly split” between the three focus areas, they do ask that all three areas receive substantive and significant attention. The Subcommittee asks that the revised submission address these concerns by doing the following:
		1. Include in the syllabus a description of how this course defines the concepts of race and ethnicity in an East Asian context, and how these will be examined through the lens of East Asian art, ideally during the early part of the course schedule.
		2. The Subcommittee notes and appreciates the inclusion of a considerable number of readings/materials from the work of non-Western authors and scholars. However, they ask that the department include further information in the GEN Submission Form about these ideas, giving attention to the theoretical approach(es) that will be used in the course, how those approaches take into account the unique perspective of East Asian cultures, and how this might enable students to reflect on American and Western ideas about race and ethnicity in the past and the present.
	4. **Contingency:** The reviewing faculty ask that the department edit the language on pg. 3 of the syllabus that reads “History of Art 2003 fulfills the Visual and Performing Arts requirement in the Arts and Humanities (breadth) section of the old (GEL) General Education Curriculum and 3 hours of Historical Study requirement.” Instead, this should read “History of Art 2003 can fulfill either the Visual and Performing Arts or a Historical Study requirement in the Legacy General Education (GEL).” The language regarding breadth in the arts and humanities is a remnant of a general education curriculum prior to the Legacy General Education (pre-2012).
	5. **Contingency:** The Arts and Sciences Curriculum Committee recently updated the list of required syllabus statements for all syllabi to include a new statement on religious accommodations. This new, required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website.](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements) The Subcommittee thanks you for adding this statement to your course syllabus in place of the current statement found on pg. 13.
	6. **Contingency**: The Subcommittee asks that the unit use the most recent version of the Student Life Disability Services Statement (syllabus, pg. 12), which was updated to reflect the university’s new COVID-19 policies in August 2023. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements).
	7. **Contingency**: The Subcommittee requests that the department remove the reference to “online classes” (syllabus pg. 7 under “Late Assignments”), as this course is not approved for Distance Learning.
	8. *Recommendation:* The Subcommittee recommends listing information on the New General Education, including the course’s approved GEN categories, goals, ELOs, and the explanation of the course meets those goals and ELOs *before* the information on the Legacy General Education, since the majority of the university’s students will be on the GEN as of AU24.
	9. *Recommendation:* The Subcommittee recommends that the department use the most recent version of the Mental Health Statement (syllabus, pg. 11), as the name and phone number of the Suicide/Crisis hotline have changed. The updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website.](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements)
	10. Comment: Once the above contingencies have been resolved, the Arts and Sciences Curriculum and Assessment Services staff offers a friendly reminder to the unit that the Honors version of this course (History of Art 2003H) should be revised in a manner similar to that of the final, approved version of History of Art 2003. This revision of 2003H should then be submitted for approval in the same GEN category, as the college requires that the “H” and “non-H” versions of the same course carry the same GEN/GEL designations.
	11. Warren, Price-Spratlen; unanimously approved with seven contingencies (in bold above), *two recommendations* (in italics above), and one comment.
3. WGSS 2900 (new course requesting GEN Foundation Social and Behavioral Sciences and GEN Foundation REGD)
	1. Comment: The Subcommittee members are excited to see an offering in this subject area and commend the department for the development of this compelling course.
	2. **Contingency:**  The Subcommittee asks that the department amend the course description in curriculum.osu.edu (under “General Information”) to include a mention of the course’s focus on the intersectional study of race, ethnicity, and gender. They request the inclusion of this languages to help ensure that all future iterations of the course maintain this focus.
	3. **Contingency:** The Subcommittee asks that the department include in the syllabus a paragraph that explains how this course, in particular, meets the goals and ELOs of the REGD category, per [a requirement of the Arts and Sciences Curriculum Committee](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements). The Subcommittee notes that this paragraph should follow the listing of the GEN Foundations: REGD Goals and ELO’s on pg. 3 of the syllabus.
	4. **Contingency:** The Subcommittee requests that the department include more information in the GEN Submission Form, the assignment rubrics, and the syllabus (including the course description [pg. 1], the GEN explanatory paragraph [see item d. above], the explanations of the assignments [pg. 6] and the course schedule [pgs. 12-14]) about how the course will engage with ethnicity. The Subcommittee acknowledges that some study of ethnicity may be included in the course already, but the brevity of the responses on the GEN Submission Form and the absence of specific language surrounding ethnicity in the syllabus and the rubrics make it difficult to determine how this will be covered.
	5. *Recommendation:*  The Subcommittee asks that the department list the Goals and ELOs on the syllabus (pgs. 2-3) using the common GEN numbering scheme found on the [ASC Curriculum and Assessment Services website,](https://asccas.osu.edu/new-general-education-gen-goals-and-elos) so that they can easily be referenced and remain consistent with other courses in the category.
	6. *Recommendation:* The Subcommittee recommends that the department provide more information in the assignment descriptions (syllabus pg. 6) about how the assignments will directly engage with an intersectional study of race, ethnicity, and gender. Specifically, they recommend that the description of the research paper include further information on the types of biases that students will be writing about, and how those relate to the goals and ELOs of the GEN category, especially with regard to race and gender.
	7. *Recommendation:* The reviewing faculty recommend that the department remove the information about graduate student services and advising from pg. 8 of the syllabus, as graduate students will not be able to enroll in this 2000-level course.
	8. Pradhan, Price-Spratlen; unanimously approved with **three contingencies** (in bold above), *three recommendations* (in italics above), and one comment.
4. Consumer Science: Fashion and Retail 2372 (existing course GEL Social Science—Individuals and Groups and GEN Foundation Social and Behavioral Sciences; previously approved for 100% DL; requesting GEN Foundation REGD)
	1. **Contingency:**  The Subcommittee asks that the department amend the course description in curriculum.osu.edu (under “General Information”) and in the syllabus (pg. 1) to include a mention of the course’s focus on the intersectional study of race, ethnicity, and gender. They request the inclusion of this languages to help ensure that all future iterations of the course maintain this focus. They note that there is some excellent material in the GEN Submission Form that could be easily modified for these descriptions.
	2. **Contingency:** The Subcommittee asks that department remove from the course syllabus comments that are addressed to the reviewers rather than to students (syllabus pgs. 1, 6, 12-16, etc.) If the department would like to provide additional context for the reviewers, this can be done via an accompanying cover letter or via the GEN Submission Form.
	3. **Contingency:** The Subcommittee requests that the department include in the syllabus a paragraph that explains how this course, in particular, meets the goals and ELOs of the REGD category, [per a requirement for all GEN course proposals.](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements) The Subcommittee notes that this paragraph should follow the listing of the GEN Foundations: REGD Goals and ELO’s on pg. 2 of the syllabus.
	4. **Contingency:** The Subcommittee asks that the department clarify the Course Learning Outcomes, as the outcomes listed on pgs. 1-2 of the syllabus differ from those listed on GEN Submission Form as “CLOs”. The reviewing faculty observe that the ELOs on the GEN Submission Form may be associated with the course’s textbook. Should the unit wish to employ the textbook’s learning outcomes as course learning outcomes on the syllabus, the reviewing faculty ask that the association with the textbook be made clear for students.
	5. *Recommendation:* The reviewing faculty recommend that the department consider moving the discussions about race and ethnicity to the opening weeks of the course, so that students have an established academic framework for engaging with intersectional topics throughout the course.
	6. *Recommendation:* The reviewing faculty offer the friendly suggestion that the department correct the name of Kimberlé Crenshaw (referred to on pg. 13 of the syllabus as “Kate Krenshaw”).
	7. *Recommendation:* The Subcommittee recommends that all courses seeking approval in the GEN Foundations: REGD category include a Land Acknowledgement. A sample Land Acknowledgement, information about the purpose of such a statement, and further action steps can be found here: <https://cbsc.osu.edu/about-us/land-acknowledgement>.
	8. Price-Spratlen, Warren; unanimously approved with **four contingencies** (in bold above) and *three recommendations* (in italics above).
5. History 3106 (existing course with GEL Historical Study, GEL Diversity—Global Studies, and GEN Foundation Historical and Cultural Studies; previously approved for 100% DL; requesting GEN Foundation REGD)
	1. *Recommendation:* The Subcommittee recommends that the department change the heading above the GEN Foundation: REGD ELOs (syllabus pg. 2) to reflect that these are the goals for the GEN Foundation: REGD category rather than the GEN Foundation or GEL categories associated with Historical Study.
	2. *Recommendation:* The reviewing faculty recommend that the college update the Title IX statement (syllabus pg. 9), as Kellie Brennan no longer works for the university. An updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website.](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements)
	3. Comment: The Subcommittee found this to be a compelling example of a GEN Foundations: REGD course and an excellent syllabus. As such, they ask if the department and the course creator(s) would consent to having this shared on the ASCCAS website as a sample proposal. Should the department and course creator(s) be amenable, the ASCCAS can share the proposal as-is, with the exception of correcting the two small issues addressed in the above recommendations.
	4. Ponce, Warren; unanimously approved with *two recommendations* (in italics above) and one comment.