

ASCC Race, Ethnicity and Gender Diversity Subcommittee

Approved Minutes

Tuesday, September 16th, 2025

9:30AM – 11:00AM

Zoom

Attendees: Frank, Neff, Pradhan, Romero, Smooth, Steele, Vankeerbergen

Agenda

1. Welcome and introductions.
2. Overview of the work of the subcommittee (Eugenia and Bernadette)
3. Approval of 5-14-2025 minutes
 - a. Pradhan, Frank; unanimously approved.
4. Music 2250 – existing course with GEL: Visual and Performing Arts and GEN Foundation: Literary, Visual, and Performing Arts; requesting GEN Foundation: REGD
 - a. The Subcommittee notes that Race, Ethnicity and Gender Diversity is not mentioned in either the course description or the list of course content topics in curriculum.osu.edu. The Subcommittee requests that both be revised to incorporate REGD in order to align with the course’s designation in the Foundation category.
 - b. The Subcommittee commends the School of Music on this excellent course. The course design is strong and the REGD Expected Learning Outcomes have been articulated in the GE submission form. The Subcommittee requests that this work be carried forward into the syllabus itself to ensure that the REGD Foundation is fully integrated, clearly communicated to students, and preserved in future iterations of the course. As currently written, references in the syllabus such as “Chinese music and REGD” or “Arab World - musical and REGD stereotypes” suggest a surface-level connection rather than demonstrating, as the GE form does, how REGD concepts will be substantively engaged. To strengthen the syllabus, the Subcommittee requests explicit signposting and more specific explanations throughout the syllabus of how REGD concepts will be addressed each week, what the REGD-related discussions will entail, and how students will meaningfully connect to REGD in the assignments.
 - c. To assist with revisions, the Subcommittee recommends referring to [this exemplar REGD syllabus](#) from the School of Music. This model demonstrates how the REGD ELOs can be explicitly integrated into a syllabus and provides a strong example of a course description that incorporates REGD.

- d. The Subcommittee notes the inclusion of a Land Acknowledgment in the syllabus (p. 5). As of 06/27/2025, Land Acknowledgments are no longer permissible on official university documents (including most syllabi) per the university's SB1 Compliance website. The course instructor(s) should consult with their TIU director/chair regarding whether or not this statement may be included within the syllabus.
- e. As of August 29th, 2025, all syllabi must have either a link to the statements below **or** these statements written out in their entirety within the syllabus (the statement(s) in **bold** below are missing or outdated in the current syllabus). Syllabi should link to the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](#) and/or copy-and-paste the statements from the Office of Undergraduate Education's website.
 - i. Academic Misconduct
 - ii. Student Life - Disability Services
 - iii. Religious Accommodations
 - iv. Intellectual Diversity**

Instructors are welcome to include any other standard and/or recommended syllabus statements found on the Office of Undergraduate Education's webpage which they deem relevant for their course. Please refer to this page to ensure that the Diversity and Title IX statements on p. 7 of the syllabus (now combined into the statement on “Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct”) and all other statements are current and accurate.

- f. Declined to vote.