

Academic Programs and Planning (APP) Committee
Feedback and Response Form

Thank you for submission of the proposal titled Race-Racism Education Across the Curriculum.

The APP committee reviewed the proposal on ___ Nov 19th _____ and requests the proposal authors use this form to respond to the following questions and or suggestions. Please submit your responses by ___ Dec 10th _____ to be considered in the next APP meeting or submission to the Faculty Senate.

The revised proposal was reviewed by APP on _____ Dec 17th _____. The proposal passed unanimously, with the nine voting members present all voting to approve the proposal. The committee appreciated the more thorough discussion of resource needs in the revised proposal but wants to make clear that the two lines in Africana Studies requested is a starting point for meeting the needs of the R1 requirement. Programs across the institution can help meet those needs but will need the support of the University to hire faculty with appropriate expertise.

Strengths of the Proposal:

- The need for R designated courses is well argued and provides a mechanism for implementing curricular change in a way that is broad and impactful.
- This proposal normalizes and underscores Stockton’s values.
- This proposal reduces work needed by each program to change or modify curricular requirements with individual programs and does not rely on improbable expectations that all programs have expertise in teaching these critical ideas effectively.
- This proposal includes all levels, both undergraduate and graduate.

Committee Suggestion/Clarification	Author Response
<p>Be explicit about the resource needs, particularly in terms of faculty lines, that would be needed. The number of courses currently on the books that seem to be likely candidates for an R1 designation is inadequate to meeting the need for some 2200 or more seats in these classes per year (assuming an undergraduate population of almost 9000, at least ¼ of whom would be taking an R1 in any given academic year once the requirement applies to all students). R2 requirements might be met largely through adaptations to courses currently being taught but the university’s ability to meet R1 needs with current resources is unclear. The apparent need for faculty lines to support this initiative would strengthen justifications for new or</p>	<p>Upon review of the university bulletin, there are approximately 25 courses that would immediately qualify for the R1 designation. As for the R2 designation, it is important to note that nearly any course can be modified to fit because racism is an underlying factor in nearly every subject and field. It is also important to note that this new requirement would only apply to new incoming students in fall 2021, and not all incoming students would need to meet their R1/R2 requirement in their first year at the university. Your question does, however, address the importance of a university</p>

<p>replacement lines to hire faculty with appropriate expertise in programs across the institution, forcing the institution to acknowledge how the needs of individual programs contributes to the curriculum as a whole.</p>	<p>commitment to the issue of Race and Racism Education across the curriculum in the form of hiring faculty qualified to teach and develop courses that would fit the designation. Currently, there are approximately 20 faculty members (based on the university bulletin) who have stated experience teaching about race and racism, and who conduct research on race and racism. Moreover, the vast majority of those faculty are contributors to Africana Studies, which further speaks to the need for the provost to honor the Faculty Senate demand for two lines in Africana Studies.</p>
<p>Related to above, does the requirement that the convenor/coordinator be an expert in the field place an undue burden and responsibility on programs/faculty which are already heavily tasked for dealing with diversity issues? How do we ensure that we do not pull too many of the faculty with appropriate expertise out of the classroom to deal with administrative issues?</p>	<p>As noted above, there are approximately 20 faculty who have experience and/or research in race and racism education. Many of those faculty could rotate as convenors in the first several years of the new designation. I am less focused on the “undue burden” it places, and more focused on demonstrated value. The need for faculty who can teach or serve as convenors for this designation can further demonstrate the value of such faculty and the need for a university commitment to hire others with such expertise.</p>
<p>There is concern about the burden that this requirement would place on students in meeting all of the various attribute requirements for graduation. As is true for all other attributes, some programs will find it straightforward to create pathways for students to fulfill the requirements within the major while others will lean more heavily on General Studies and ASD courses to meet it. Will students in such programs be able to complete their degrees in a timely fashion while relying on the liberal arts portion of their</p>	<p>Yes, students will be able to meet these requirements in a timely fashion. This requirement is only asking for two classes. Moreover, programs are being encouraged to adjust at least one of their required courses, and there are, as noted above, approximately 25 courses that already qualify for the R1 designation - some are G courses and some are within programs like Africana Studies, SOCY and Social Work. As</p>

<p>degree for an increasing multitude of attributes?</p>	<p>such, these courses will fit within other requirements that students already have to meet. For instance, students need 8 G courses to meet current graduation requirements, one of those can be an R1 or R2. Then, within their program, one of their already required courses can meet the other. The goal is to encourage every program to find a way to teach about race. Also, as noted above, nearly every subject or field has been impacted by racism and courses can be modified to address that fact.</p>
<p>Other than the value of two different types of R-designated courses, what is the rationale for grouping this requirement with W and Q rather than AHVI? As a knowledge-based rather than skills-based requirement, it has far more in common with AHVI. There is no obvious reason that a 1 and 2 level of curricular content could not apply to these types of attributes.</p>	<p>Because the AHVI attributes only require one course, and we contend that learning about race and racism cannot be effective in a “one and done” fashion. If we are ever to address the racial issues this country continues to grapple with, students need more content across the curriculum, and the levels helps students understand that there are levels to racism and that to some level/degree it is everywhere within the systems of every field of study.</p>
<p>Other than the summer institute, what steps will be taken to ensure widespread offerings of R subscript courses for Fall 2021 and beyond? Would faculty new to teaching R2-type courses be required to participate in the institute before approval of the designation?</p>	<p>Yes, those intending to teach R2 courses in fall 2021 would be required to participate in the summer 2021 institute. Moreover, the summer institute would not be a “one and done” effort. It would be ongoing for those interested in offering or developing courses, and we would expect the university to continue funding the institute if it values properly educating our students on issues of race and racism. Additionally, we also intend to propose a winter institute in early January to assist those who wish to teach courses in the spring.</p>

What checks and balances will be in place to ensure that getting an R1 or R2 designation does not become so burdensome so as to turn off faculty from seeking such a designation while also maintaining standards for courses to have such designations?

The application for earning an R1 or R2 designation will be no more complex than that for earning a W1/2 or Q1/2. Moreover, if educating our students on issues of race and racism is something we truly value, as many programs this summer espoused, then the process should inspire, rather than “turn off” faculty.