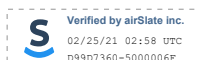




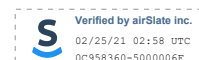
February 25, 2021

On February 23, 2021 at the Full Student Senate Meeting, the Director of Strategic Initiative Dr. Allison presented her Proposal "Race/Racism Education Across the Curriculum" asking the Student Senate to support. The Student Senate unanimously voted in support of the "Race/Racism Education Across the Curriculum" Proposal. We are eager to move forward with initiatives to promote the importance of educating and supporting all students to promote diversity, inclusion, and a safe environment for our students.



Katharine Campion

President Katharine Campion



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Proposal for Race/Racism Education Across the Curriculum FALL 2020

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Overview

To say that the year 2020 has been “unprecedented” has become somewhat cliché. So many have made that statement in recent months, but what does it really mean? To Stockton University, it has meant that for the first time in its nearly 50-year history, the institution had to close its residence halls, lock its classroom doors, and send students away in the middle of the spring semester due to a national health crisis. The university had to quickly prepare its faculty and staff for an all-virtual format of teaching and conducting university business that many were under-prepared for. As a result, the university has lost millions of dollars and is still trying to determine how to financially recover in an uncertain future. Then, in 8 minutes and 46 seconds, we were slapped in the face again with the brutal reality that we, as a country, and Stockton University as an institution of higher education, have never adequately dealt with issues of race and racism. This proposal is written in hopes of changing that reality by requesting that the Faculty Senate, Student Senate, University administration and Board of Trustees approve a Race and Racism Education Graduation Requirement.

After the brutal and callous murder of George Floyd by a member of the Minneapolis Police Department was caught on video, many struggled to process and respond to what they saw. Some immediately took to the streets in protest, some wrote op-ed pieces, some wept and mourned, and some acted out violently. Here at Stockton, the Faculty Senate, Student Senate, SFT, Board of Trustees and more than a dozen academic schools and programs issued statements in support of the Black Lives Matter Movement. Some even went so far as to offer specific recommended actions the university should take to address race and racism. Among those, the Faculty Assembly resolved that: “the Faculty Senate revise the general education curriculum to require substantial coursework taught or approved by Africana Studies that deals specifically with issues of systemic racial oppression and discrimination in the United States.”

As a result, this proposal recommends that the university approve a policy that would require “Race and Racism Education Across the Curriculum” in the form of two courses designated as R1 and R2. The requirement would be similar that of Writing Across the Curriculum and Quantitative Reasoning Across the Curriculum. It differs, however, by virtue of the fact that the writing and QUAD requirements are skills-based, while the race/racism requirement would be knowledge-based. Nevertheless, this proposal contends that it is equally important that our students leave our institution, not only with strong writing and quantitative reasoning skills, but also with a knowledge and understanding of the racist history that continues to plague this nation and the world. The proposal further argues that such knowledge and understanding will help our alumni become part of the solution. Moreover, the proposer hopes to see Stockton University follow the example offered by several other universities and school districts across the country that are expanding their graduation requirements to include race and racism education. For instance, the Cherry Hill School District, right here in South Jersey, is currently in talks with the Stockton University Africana Studies Program about training a group of their high school teachers in preparation for a new graduation requirement in African American History. San Diego State University recently approved a race relations requirement for all future police officers, prison guards and other criminal justice undergraduate majors at the university¹; and on August 17, 2020, Governor Gavin Newsom of California signed legislation [AB-1460](#), “requiring all undergraduates across the 23-campus, 482,000-student California State University to take a three-unit ethnic studies class focusing on Native Americans, African Americans, Asian Americans or Latinx Americans in order to graduate.”²

Brief History

Stockton University has a longstanding history of assessing itself and reinventing itself in an effort to improve students’ experiences and outcomes. The information below comes directly from a 2006 Task Force Report on General Education Curriculum Reform, chaired by Professor Michael Hayse of the History Program.

Space does not permit a comprehensive overview of development of General Studies and other across-the-curriculum requirements. However, especially for faculty who have arrived at Stockton more recently, it is helpful to recall how general education requirements have evolved to produce our current curriculum...The “Writing Across the Curriculum” (W1 and W2) course designations were added as a requirement in 1983. Initially, students were subject to a Junior Writing Test, scored by paired faculty. Students who failed this test were required to take a second W1 instead of a W2. This Junior Writing Test was dropped in 1994, mainly because it proved very time-intensive to administer...Responding to both

perceived need and trends in higher education, the current Quantitative requirements (Q1 and Q2) were added in 1995, and operate across the curriculum much like the Writing requirement. The content subscripts of “A” (Arts), “H” (Historical Consciousness), “I” (International/Multicultural), and “V” (Values) were adopted in 1997 and took effect in 1998. At that time, the faculty decided that this was the best way to ensure that students took courses in these important areas...Other across-the-curriculum requirements were added along the way. Freshman seminars were introduced in 1987, deliberately designed to center on particular subjects rather than operate as generic introductions to higher education and Stockton.³

Standards

Again, the Race and Racism Education Across the Curriculum will operate in much the same ways as the W1/2 and Q1/2 requirements, except that it will be a knowledge-based requirement, rather than a skills-based requirement. In terms of its relatedness to the “I” subscript, there may indeed be some overlap. For instance, the R1/R2 designation will focus specifically on race and racism, and the policies enacted to maintain race and racism, rather than culture and cultural appreciation. The “I” subscript application states: “An ‘I’ designated course must have as a primary focus at least two of the following subject areas: international issues, class issues, gender issues, ethnicity issues, and/or race issues.” In short, for an ‘I’ designation, issues of race and racism may, or may not, be part of the course. However, for a course to be designated as an R1 or R2, race and racism must be at the center or significantly present. As such, some course may qualify for both an ‘I’ and an R1 or R2 designation.

According to the Stockton University webpage for the School of General Studies, for a course to be designated as a Q1:

Mathematical thinking is the primary focus of study. Q1 courses should share an emphasis on the underlying structures of mathematics, communicating the importance of identifying patterns and regularities (e.g., one might demonstrate how the same mathematical principle can be used to solve problems in biology and in finance). Q1 courses, while focusing on mathematics, should emphasize the importance of mathematical modeling of realistic situations by providing ample opportunities for investigating diverse applications of the concepts discussed. Finally, such courses should draw rich connections among different areas of mathematics (e.g., one might point to the connections between algebra and geometry when discussing the topic of graphing equations).

In a Q1 course, the majority of class time is spent on mathematical concepts and procedures. Students work on mathematics during virtually every class session. The quality of mathematics is used as the major criterion for evaluating student performance in the course.

For a Q2:

The focus is on disciplinary or interdisciplinary content outside of mathematics. Mathematics is used as a tool for understanding this content. Q2 courses should feature applications that utilize real-world data and situations. Data collection and analysis may be a component of such work. Explicit connections should be made between mathematical ideas and disciplinary content. In a Q2 course, applying a mathematical perspective to certain concepts in content areas can result in a more robust understanding of these disciplinary concepts (e.g., using graphs and equations in an Economics course may bring increased understanding of demand functions). Conversely, experience with disciplinary situations that embody mathematical concepts can result in increased understanding of these mathematical ideas (e.g., solving for the landing coordinates of a projectile may bring new meaning to the zero of a function).

In a Q2 course, at least 20% of class time involves mathematical ideas. Students are expected to demonstrate their ability to apply mathematical ideas to the course content.

For a W1:

Writing should be the primary subject of the course. The majority of class time should be spent on writing, rather than another subject like literature or biology. Writing courses include Rhetoric and Composition, Personal Essay, Writing about Nature, Professional Writing and Design, Writing Tutor Practicum, and Creative Nonfiction, among many others.

For a W2:

Writing is a focus of study, but not the primary focus. Instead, the primary focus of the course is another subject like history, algebra, or marketing, while students demonstrate their learning through writing and receive instruction in writing. Instructors of a W2 course should spend about 15-20% of the time for the class (in class or online) engaged in activities should help students become better writers, such as assigning focused writing activities in class and/or as homework, offering direct instruction in writing, assigning reading about writing in a textbook, handout, or online reference, distributing models of assigned writing

assignments, providing feedback on student drafts, and meeting in conferences with students. A minimum of 30% of a student final grade should reflect the quality of his/her writing in the class.

For an R1 designation, then, this proposal submits that issues of race and racism should be the primary focus of the course, and the majority of class time should be spent discussing these issues in a variety of contexts. Currently, there are approximately 25 courses listed in the university bulletin that could immediately qualify for an R1 designation. Some specific examples of those are listed below.

- AFRI 2124 – The Institutionalization of Anti-Black Racism
- GSS 2201 – Africana Studies: An Introductory Perspective
- CRIM 3715 – Race, Class, Gender and Criminal Justice
- POLS 2245 – Race and Politics
- AFRI 2112 – The History of Black Education
- AFRI 2122 – A History of Black Protest and Civil Unrest
- GAH 2360 – The Civil Rights Movement: 1950's-1980's
- ANTH 2245 – Race, Ethnicity, and Immigration
- SOWK 2504 – Race, Ethnicity, Diversity
- SOCY 2745 – Race, Poverty and Education

Additionally, there are approximately 20 faculty members, listed in the university bulletin, who have stated experience teaching about race and racism, and who conduct research on race and racism. Though all the courses listed above typically offer only one section per semester or per year, it is clear that to support Race and Racism education across the curriculum additional sections would need to be offered more regularly. For instance, GSS 2201 Africana Studies-An Introductory Perspective and GAH 2360 The Civil Rights Movement-1950's-1980's are offered every semester, but only one section each semester. On the other hand, SOWK 2504 – Race, Ethnicity, Diversity offers three to four sections every semester. More course sections for all of these would obviously be needed.

For an R2 designation, similar to the W2 designation, race and racism should be prominently featured in the course, but not necessarily as the primary focus. Instead, the primary focus of the course might be another subject like business marketing, biology, music theory, contemporary literature, theater, etc. The expectation, then, would be that the instructor would spend at least 25 – 30% of course time discussing the ways in which race and racism are enacted within that subject area. For instance, a biology course seeking an R2 designation, might discuss phrenology and the work of Johann Friedrich Blumenbach in his attempts to assign biological inferiority to people of African descent as a way to justify their enslavement. Additionally, an introductory

theater course that seeks an R2 designation might spend course time discussing vaudeville, the minstrel era, and their use of Blackface, in addition to the limited roles that Black actors could aspire to in American theater. The experiences of actors like Josephine Baker, Paul Robeson and Bert Williams might be central to that discussion. In short, nearly every subject or field has been impacted by race and racism, and many courses can be modified to address that fact and apply for an R2 designation.

As such, programs will be encouraged to tweak some of their core courses to qualify for this designation. While the proposer understands that this places an additional demand on faculty time, the proposer also recognizes that: (1) this matter is urgent and necessary; and (2) faculty already have some access to resources that may be useful in course development, such as the Decolonizing the Curriculum initiative that offers a number of readings focused on centering non-white experiences.⁵ One of each, R1 and R2, would be required within a 128-credit structure for undergraduate students to graduate. This should not place any undue burden on students to graduate in a timely fashion given that these designations can be earned within the courses that they are already required to complete. Moreover, R1 and R2 designations can be combined with other attributes – W1/2, Q1/2, A, H, V, or I.

Lastly, although this is an initiative focused on undergraduate degree programs, graduate programs will be encouraged to develop an equivalent graduation requirement for their students. Given that there is no one graduation policy that can be uniformly applied to all 18 graduate programs, each graduate program is encouraged to review its core courses to determine where issues of race and racism can be duly covered.

Resources

As noted above, “there are approximately 20 faculty members listed in the university bulletin who have stated experience teaching about race and racism, and who conduct research on race and racism.” There may be more among recently hired faculty or among those who simply did not state their teaching or research experience in race and racism for the bulletin. However, the university needs to honor its stated commitment to “building a community that values differences of race” and creating “an environment that is free from prejudice and discrimination”⁶ by committing to hire faculty who have experience teaching about race and racism. Moreover, the university needs to honor the demand set forth by the Faculty Assembly to approve “two tenure-track faculty lines for Africana Studies Program,” given that the majority of those 20 faculty have ties to the Africana Studies Program; yet Africana Studies only has two permanent full-time faculty. As it stands, there are more than 100 courses available in each designation of W1, W2, Q1 AND Q2, and only 25 courses that would immediately

qualify for an R1. Therefore, a university commitment to provide the necessary resources to support Race and Racism Education across the curriculum is vital.

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.⁷ 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. Given that our average incoming class, over the last three years, has been over 1500 students (except fall 2020, likely due to the covid pandemic), this would be the number of students looking to enroll in the newly designated R1 and R2 courses. As such, it is also vital that the university provide the necessary resources for faculty to complete summer and winter institutes to train faculty who intend to teach these courses.

Timeline

The process of approval for this new policy and curricular change will differ significantly from the previous “across the curriculum” proposals for one important reason – the Faculty Senate did not yet exist, nor did the current model of standing committees. As such, this proposal will first be submitted to the Committee on Academic Programs and Planning (AP&P), as that is the committee that “recommends a long-range plan for undergraduate and graduate education and reviews and approves new degree-granting programs at both undergraduate and graduate levels.” The proposal will also be submitted, simultaneously (November 2020), to the Committee on Academic Policies (AP), which “has oversight and advisory responsibility for all current Programs, both undergraduate and graduate, and addresses all aspects of Program curriculums, academic policies and procedures, and academic advising.”⁸ Once reviewed and approved by both committees, the proposal will move on to the Faculty Senate for review and approval (January 2021). Once this process is complete, while awaiting final approval from the university administration and board of trustees, a committee of faculty, who have experience teaching some of the courses listed above, will convene to develop an application. Once ready, the application will be sent to faculty, soliciting course descriptions and syllabi from those wishing to teach an R1 or R2 course.

Ideally, this new curriculum requirement will be fully approved during the May 2021 board meeting, and several courses will be ready to run in the fall of 2021. Additionally, a *Summer Institute on Teaching Race and Racism* will be proposed for the summer of 2021 to prepare faculty who wish to submit courses in the future for the R1/R2 designation, or simply learn more about race and racism pedagogy. Lastly, a convenor/coordinator (if the new language recommended by the Faculty Leadership

Taskforce is adopted) would be elected by the advisory committee for the Director of Strategic Initiatives, in coordination with Africana Studies faculty. This position would be similar to the W2 and Q2 convenors, which are locally negotiated;⁹ and the key requirement for this individual would be experience teaching courses on race and racism, with scholarship on race and racism preferred. If this proposal moves through the process as outlined above, it would be ready for rollout by September 2021, requiring all fall 2021 incoming students to complete a two-course requirement on race and racism before graduating.