

**Academic Policies Committee**  
**Meeting 3 Minutes**  
**Monday, January 25, 2021 via ZOOM**

**1. Proposal on Race and Racism Education Across the Curriculum**

- a. The APC wholly supported the initiative, but had a few questions/comments. Donni Allison was present to answer questions.
- b. The APC was invited to review the policy because it will be a graduation policy.
- c. It's suggested for grad programs, but at this point cannot be required. Donni is hoping to get a unified commitment from the programs.
- d. It was explained that "Race" is chosen nomenclature for the goal, but the negative elements and socially constructed aspect of "Race" will be discussed at great length with students and faculty.
- e. There will be training to help teachers know how to integrate it into their curriculum and how. It can be added to current courses. Course titles don't have to have the word "Race" or "Racism" etc., to qualify for the R attribute.
- f. Donni is proposing a summer institute (and probably/hopefully more, throughout the year) to help teachers learn how to show that race permeates all we do and know.
- g. Administration has indicated that we have full time faculty lines in order to build the R attribute curriculum, but nothing is formalized yet. The hope is that students will get one R from their program level courses and then be able to get the other from G or ASD. If programs take part of the workload, it will be more sustainable.
- h. The R attribute is in a separate category than Q/W and AVHs. As a separate category, it can be combine with other attributes (e.g., a course can be a W2, V, and R1).
- i. **MOTION: The APC recommends that the faculty senate support the Proposal on Race and Racism Education Across the Curriculum. 10 yes / 0 No / 0 abstain**

**2. APC Proposal on Social Justice Modifications to Full Senate and Standing Committees**

- a. For these recommendations to go through, it will require a faculty senate constitutional amendment, which requires a full faculty senate vote.
- b. The APC will work on a proposal and request that this initiative be placed on the Faculty Senate's Retreat Agenda.
- c. Discussion of how we will define qualifying criteria for social justice representatives.
  - i. Someone who has been trained professionally to critically examine issues with a social justice lens; it is more about professional qualifications that personal identity attributes. Suggestions on how to vet qualifications may include:
    1. Teach a R1/R2 course
    2. Publish on social justice issues
    3. Participate in the upcoming race-racism summer institute
    4. Participate in another university led training (something similar to the Search Advocate Training)

5. Allow the R convenor and advisory council to develop recommendations
  - ii. It was noted that we would not need a constitutional change if we invite someone to the committee to serve this role. The APC suggested that a constitutional change would support global, institutional change that may allow for more support with professional development/training opportunities.
- d. Next steps
  - i. Figure out how to make a constitutional changes (Emma and Deeanna)
  - ii. Develop proposal language to add a social justice to all Standing Committees, as well as the Full Faculty Senate (Deeanna and Emma)
  - iii. Develop proposal language to add a social justice representative to all standing committees and the full faculty senate
  - iv. Develop proposal language to specify what qualifications are needed to serve as a social justice representative

<b>Members in Attendance:</b>	<b>Members Not in Attendance:</b>	<b>Guest Members:</b>
Deeanna Button	Carole-Rae Reed	Donni Allison
Robin Hernandez-Mekonnen (zoom)	Marissa Levy	
David Reiser		
Geoffrey Gust		
Sequetta Sweet		
Heather Perez		
Emma Witt		
Kimberley Schanz		
Carla Cabarle		
Michelle McDonald		
Ron Tinsley		