

**ACADEMIC POLICIES COMMITTEE**  
**2020-2021 Summary Report**  
**Submitted by Deeanna Button, Chair**  
**April 2021**

**Committee Members:** Deeanna Button (Chair), Robin Hernandez-Mekonnen (Vice-Chair), David Reiser, Carla Cabarle, Ron Tinsley, Geoffrey Gust, Sequetta Sweet, Carole-Rae Reed, Heather Perez, Emma Witt, Kimberley Schanz, Michelle McDonald (Ex Officio), Marissa Levy (Ex Officio), Leah Starnes (UG student)

**The APC met five times during the 2020-2021 AY. The APC discussed the following charges:**

1. Academic Calendar Policy
2. 4134 Borrowing Library Materials
3. 2019 Student Status - Categories and Criteria
4. Proposal to cap credits for students with GPA's lower than 2.0.
5. Proposal on Race and Racism Education Across the Curriculum
6. Anti-Racist Proposed Changes to for APC and Faculty Senate Constitution

**Additional items to address:**

1. Discussion of APC Operating Procedures
2. APC Request for Consideration Form
3. Committee Attendance
4. Shadowing for new chair for 2022-2023?

**1. Academic Calendar Policy**

The APC made minor suggestions on how to clarify the language of the policy. The APC recommended a Calendar procedure that details how to the academic calendar is created and how to get events add/approved to be added to the events calendar.

- **MOTION: The APC recommends that the faculty senate support changes made to the Academic Calendar Policy III-14.** 11 in favor / 0 opposed / 1 absent

**2. 4134 Borrowing Library Materials**

The APC worked through some of the comments made on the Library document. Joe Toth raised questions in his responses about the purpose of policy vs. procedure. Members indicated that this document reads more as a policy. The plan was to clean the document up and do a second reading. The document was not resubmitted for a second reading.

**3. 2-2019 Student Status - Categories and Criteria**

The APC worked through some of the comments in the document. Partially through the document, questions were raised about whether this should be read through the lens of the proposed dismissal procedure that was discussed during AY 19-20 or through what is currently in practice. The APC decided to pause its review until there was some clarification about the larger picture. This agenda item was not revisited during AY 20-21.

#### **4. Proposal to Cap Credits for Students with GPA's Lower than 2.0**

The APC generally supported a proposed policy that disallows students with low GPAs to take 20 credits. The next step is to draft a request for IR to pull data about how many students take 20 credits, what the GPAs are of those who do, what year they do it (First year, Senior year), etc. The IR request will be submitted to SEMP. The committee also discussed data collection on sister institution' credit caps, but did not initiate this task yet.

#### **5. Proposal on Race and Racism Education Across the Curriculum**

The APC wholly supported the initiative, but sought clarification of some points. Donni Allison provided additional information.

- The requirement is suggested for grad programs, but not required.
- 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 do not have to have the word "Race" or "Racism" etc., to qualify for the R attribute.
- A summer institute will be held to help teachers learn how to show that race permeates all we do and know.
- 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.
- The R attribute is in a separate category than Q/W and AVHIs. As a separate category, it can be combined with other attributes (e.g., a course can be a W2, V, and R1).
- **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**

#### **6. Anti-Racist Proposed Changes to Faculty Senate Constitution**

Based on the Anti-Racist Change [Resolution](#) passed by the Faculty senate in June 2020, the APC recommends (**Motion to recommend items below: 8 yes / 0 no / 0 abstain**) seven [Constitutional](#) amendments:

- a. Add **Definitions** for "social justice representative" and "social justice related"
  - **SOCIAL JUSTICE REPRESENTATIVE: A "Social Justice Representative" is defined as a faculty member who has two or more of the following criteria:**
    - Has experience in or currently teaches social justice related classes
    - Has previously or currently conducts research on social justice related issues
    - Has previously taken the R1/R2 Summer Institute at Stockton University
    - Has previous or current community service experience in advocacy or non-profit service for underrepresented/minority communities and their members
    - Has social justice related lived experiences, and/or
    - Has engaged in social justice related professional training
  - **SOCIAL JUSTICE RELATED: "Social justice related" is defined as topics related to prejudice, discrimination, societal inequity and/or inequality on the basis of race,**

gender, age, disability, religion and/or sexual orientation related to the distribution of wealth, opportunities, and privileges at the individual, institutional, and/or societal levels.

- b. Update the **Function** of the Senate
  - SENATE: The Senate is the principal agent of the Faculty in the governance process. The Senate may consider any University matter on its own initiative or at the request of the Faculty Assembly, the Committees, individual Faculty members, students, the University administration, the Board of Trustees, or any campus organization. It may review any University policies and make recommendations concerning them, particularly initiatives that lead to meaningful change in the form of equal protection, recruitment, and retention of Black, Indigenous, People of Color (BIPOC) students, staff, and faculty.
- c. Update the **Composition** of the Senate
  - SOCIAL JUSTICE SENATORS: Two social justice representatives shall be elected by and from the Faculty Assembly.
- d. Update the **Executive Committee** of the Senate
  - At least one member of the Executive Committee must qualify as a social justice representative.
- e. Update the Enumeration of the **Standing Committees** to Include at least one At-Large Social Justice Representative in each committee's membership
  - Elections of the Schools' representatives and the social justice representative to standing committees shall be held...
- f. Update the Enumeration of the Standing Committees so the **APC includes social justice initiatives in its charge and membership**
  - The Committee on Academic Policies 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. As part of its charge, the Committee on Academic Policies will review all policies and procedures through a social justice lens to assist the university in implementing intersectional, anti-racist policies, procedures, and practices on Stockton's campus that result in meaningful changes that lead to equal protection, recruitment, and retention of BIPOC students, staff, and faculty. Members: One member elected by and from the Faculty of each School, two members nominated from among those Faculty teaching graduate courses and elected at large by the Faculty, one social justice representative elected by the Faculty, the Director of Graduate Enrollment Management (ex-officio), another Dean chosen by the Provost (ex-officio), the Provost or designee (ex-officio), and a bargaining unit representative appointed by the President of the Union (ex-officio). One undergraduate student and one graduate student shall be appointed to serve as non-voting liaisons.
- g. Update the Enumeration of the Standing Committees so that all **other Standing Committees include social justice initiatives in their charges and memberships**
  - The Committee on Academic Programs and Planning
  - The Committee on Administration & Finance
  - The Committee on General Studies

- The Committee on Information Technology and Media Services
- The Committee on the Library
- The Committee on Research and Professional Development
- The Committee on Student Affairs

### **Additional Items to Address**

1. **Discussion of APC Operating Procedures:** Concerns about the efficiency of the committee were expressed. The committee brainstormed ways to increase efficiency and the Chair spoke with the President and Vice President. The following were proposed:
  - Agenda items from the Provost’s office will be sent through the executive committee; the executive committee, the Provost’s Office, and the APC chair can work together to prioritize items for the agenda.
    - It is important to include the APC chair in these conversations to increase transparency.
  - Reduce APC meetings to two per semester
  - Reduce agenda items to 1-2 max per meeting
  - Use the APC “in-take” form more consistently
  - Require that items come in policy and procedure pairs. It is difficult to review them independently. If there is not a policy, ask that one be drafted for review.
  - Assign an APC “point” person to facilitate the process for each agenda item
    - This would require getting agenda items at least three weeks in advance. The point person would need one to two weeks to do a careful read/insert comments and/or request additional data. This work would be sent out a week prior with the agenda.
  - The APC will brainstorm some standard operating procedures to facilitate the review process (e.g., check list of tasks/things to consider).
    - This will be a priority in AY 21-22
2. **APC Request for Consideration Form:** To expedite the review process, the APC requires a request for consideration form that asks users to provide contextual information about requests, the rationale for the modification/addition, and any intended and unintended consequences that may result. The form can be found here: <https://goo.gl/forms/VcTpyDDXNaKOzPyE3>
3. **Attendance:** This year attendance was better! Meeting outside of the 4:30pm module and using Zoom may improve meeting attendance. It would be helpful to discuss other possible solutions including elected alternate representatives, reaching out to school deans to encourage participation or finding a stand-in rep for schedule conflicts, and/or standing committee attendance policies.