

To: Faculty Senate

From: Race and Ethnic Studies Requirement Committee (RESR)

Re: Annual report

Spring 2023

Membership:

Herrera (chair, CHLA)

Kate Constable (Society and Identity Pathway Identity Director)

Sri Craven (WGSS)

Pedro Ferbel-Azcarate (BST)

Priya Kapoor (DIGS)

Alexander Sager (UNST/PHL)

A.P. Spoth (graduate student in SGRN)

Alma Trinidad (Social Work)

Ted Van Alst (INST)

Committee charge (quoted from faculty senate website):

1. Identify topical areas, learning goals, and pedagogies associated with the RES requirement.
2. Examine syllabi and recommend which courses will count toward the RES requirement for bachelor's degrees.
3. Recommend courses that will meet the RES requirement to be voted on by the Faculty Senate.
4. Establish guidelines for reviewing for new courses to receive RES designation.
5. Review transfer credits to meet the RES requirement when necessary.
6. Act in liaison with other committees, units, and stakeholders (including undergraduate students) as needed, in providing guidance and reviewing course requirements.
7. Report to the Faculty Senate at least once each year.

The RESR Committee is now in its first year of implementation. In the Fall 2022 term, the RESR Committee met multiple times to draft a new call for proposals and to create a new internal rubric to evaluate course proposals. After setting an early December 2022 deadline for faculty to submit proposals, the Committee used the Winter 2023 term to discuss the 58 submissions received; to finalize the rubric for evaluation; and to vote on the course proposals received. During the first week of Spring, 2023, the RESR Committee Chair, Cristina Herrera, sent email communications to all faculty who submitted their courses, informing them of whether their courses were approved, denied, or recommended for the summer workshop. Thereafter, the list of approved courses was submitted to the Faculty Senate Steering Committee for inclusion in the May, 2023 Faculty Senate consent agenda.

The RESR Committee has been discussing how to ensure the rigor of the requirement, as well as its specific curricular and pedagogical intent. These discussions may lead to more formalized descriptions of learning goals and topical content, as well as teaching/learning strategies and trauma informed pedagogies. This work is ongoing and informed by the inter, trans and multi-disciplinarity of the curriculum, the acknowledgement of place based history, culture, ecologies and politics, and by the particular sets of knowledge and experience engaged by PSU faculty, students and staff.