

Status Report on Campus Responses to Recommendations by the CSU Task Force on the Advancement of Ethnic Studies

November 2017 (Updated November 2019)



In July 2016, the *California State University Task Force on the Advancement of Ethnic Studies* delivered its report to Chancellor Timothy P. White. Chaired by CSU Bakersfield President Horace Mitchell, the task force comprised students, faculty and administrators. The final report is available at www.calstate.edu/AcadAff/ethnicstudiesreport.pdf.

Chancellor White shared the Task Force's report with the CSU community and directed each campus to study the report and use the Task Force's recommendations to guide their efforts to further align campus priorities and culture with the mission of the CSU, so that this institution can better meet the needs of our students, California and society in general. During their annual summer conferences in 2017, each CSU president discussed with the Chancellor the on-campus programmatic and staffing actions that are being undertaken in response to the Task Force's important work.

In November 2017, the Office of the Chancellor issued the following status report on how our campuses are putting into practice many of the Task Force's recommendations as they work to affirm and grow ethnic studies at the CSU. This report was updated in November 2019.

This is not to say that our work is done. Quite to the contrary, as the report notes, ethnic studies in higher education faces myriad challenges, some (but not all) of which are financial in nature. We must – and will – continue to work together to remove obstacles to CSU's mission to prepare students to live and work in a global, pluralistic society so that they may enrich and contribute to California's schools, economy, culture and future.

Areas of Action

The following areas of action – representing common threads in campus responses – illustrate the engagement, innovation and inclusive excellence of the CSU community.

Increasing access to ethnic studies courses

Campuses have hired additional faculty in ethnic studies programs to develop and teach new courses and additional course sections. At some campuses, general education programming or campus graduation requirements have been redesigned to include an emphasis on ethnic studies. At others, courses offered by ethnic studies departments have been redesigned to ensure availability to students earlier in their education. These efforts will result in more student awareness – earlier in their college years – of ethnic studies curricula and the opportunity to enroll in these courses.

Utilizing ethnic studies programs as a gateway to deepening the educational experience

These initiatives recognize that learning encompasses far more than the classroom, and therefore include efforts to enhance academic advising to highlight opportunities associated with ethnic studies, such as hosting academic seminars and skill development workshops. It also includes efforts to ensure classroom learning integrates high-impact practices that best support students. For example, campuses have organized their own ethnic studies events to share best practices and facilitate a national dialogue.

Strengthening connections between ethnic studies programs and the wider community

These initiatives have the dual benefit of expanding the audience for ethnic studies programming and providing expert instruction to CSU students. California's Assembly Bill 2016, signed into law in September 2016, introduces new ethnic studies curricula in California public schools and has provided many opportunities for local collaboration. For example, several campus ethnic studies programs now work closely with local school districts and community colleges to assist in the development of their ethnic studies courses. In addition, campuses look to community experts to assist in developing new CSU course curricula.

Integrating ethnic studies programs in the larger picture of campus climate and culture

Many campuses are expanding ethnic studies programming with the goal of reaching a larger segment of the campus community, as part of an ongoing commitment to the mission and values of the CSU. Without exception, all CSU campuses are committed to ensuring that the values of diversity, inclusion and fairness predominate in the fabric of our community and are reinforced at every opportunity among and between our students, faculty and staff. To that end, campuses also work with community leaders in a proactive manner to address potential campus climate issues before they arise.

Organized by recommendation of the Task Force, the following lists represent campus actions specific to ethnic studies programming. While these lists provide a thorough overview, they are in no way exhaustive – either in the campuses participating in each action or in listing all the ways campuses have advanced ethnic studies since July 2016. Nor does this status report include the many actions taken prior to July 2016.

Recommendation 1: Ethnic Studies General Education (GE) Requirement–Make ethnic studies a GE requirement throughout the CSU system

As was referenced in Chancellor White’s letter accompanying the Task Force report, the recommendations were expected to inform – but not constrain – the regular planning process of each campus. While ethnic studies has not been made a GE requirement throughout the CSU system, the report’s recommendations are informing campus actions. Campuses are ensuring ethnic studies courses are well represented in GE categories, incorporating themes and language from the Task Force report into GE policy and strengthening graduation requirements that include ethnic studies courses.

<i>Action</i>	<i>Campuses</i>
Redesigned GE program around themes that will provide sustainability for the ethnic studies programs	Chico East Bay Fresno Long Beach Los Angeles Northridge San Bernardino San Francisco Stanislaus
Incorporated language from the ethnic studies report into mission-centered themes in the new GE Course Characteristics policy	Channel Islands Chico Pomona
Strengthened race and ethnicity graduation requirement	Channel Islands Dominguez Hills East Bay Long Beach Los Angeles Monterey Bay Pomona Sacramento San Diego San Marcos Sonoma
Embedded ethnic studies throughout virtually all of the GE categories	Chico East Bay Long Beach Los Angeles Northridge Sacramento San Diego San Francisco San José

<p>Increased number of courses from ethnic studies departments that are included in the GE curriculum</p>	<p>Chico Dominguez Hills East Bay Fullerton Long Beach Los Angeles Pomona Sacramento San Diego San Francisco San José San Marcos Sonoma Stanislaus</p>
<p>Campus overlaid with existing GE requirements</p>	<p>East Bay Monterey Bay Pomona San Bernardino Sonoma</p>
<p>Ethnic studies courses have heavy representation in two GE areas; campus is exploring adding new ethnic studies course offerings that would fulfill the GE A1 Oral Communication requirement</p>	<p>Chico Dominguez Hills Fullerton Long Beach Monterey Bay Pomona San Diego San Francisco San José Sonoma Stanislaus</p>

Recommendation 2: Essential Hiring–Increase and maintain regular and consistent hiring in ethnic studies in order to ensure its vital sustainment and strategic growth

Since the release of the Task Force report, the CSU has increased the number of faculty hires in ethnic studies departments and disciplines. Systemwide, the university hired 11 faculty in ethnic studies in 2015. That figure increased in both 2017 and 2018, with a combined 40 faculty hired. This highlights the important and expanding role of ethnic studies in the CSU.

<i>Action</i>	<i>Campuses</i>
Hired tenure-track faculty in the Chicana/o or Latina/o studies area	Bakersfield Channel Islands Chico Dominguez Hills Fresno Fullerton Long Beach Los Angeles Monterey Bay Northridge Pomona Sacramento San Bernardino San Diego San Francisco San José San Marcos Sonoma
Hired tenure-track faculty in the Africana, Pan-African or African American studies area	East Bay Fresno Fullerton Long Beach Los Angeles Monterey Bay Pomona Sacramento San Bernardino San Diego San José San Marcos Sonoma Stanislaus

<p>Hired tenure-track faculty in the American Indian or Native American studies area</p>	<p>Fresno Humboldt Long Beach Los Angeles Northridge Pomona San Diego Stanislaus</p>
<p>Hired tenure-track faculty in the Pacific Islander, Asian and Asian American studies area *search approved for 2019-20</p>	<p>Dominguez Hills East Bay Long Beach Los Angeles Monterey Bay Northridge* Sacramento San Bernardino San Francisco San José San Marcos Stanislaus</p>
<p>Hired tenure-track faculty into a Department of Ethnic Studies or related field (not specific to the areas listed above)</p>	<p>East Bay Fresno Northridge Sacramento San Bernardino San Diego San Francisco San José San Marcos Sonoma Stanislaus</p>
<p>Hired tenure-track faculty into a Department of Gender Studies, Department of Women Studies or LGBTQA area of study</p>	<p>Dominguez Hills Fresno Fullerton Long Beach Los Angeles Northridge Sacramento San Bernardino San Diego San Francisco San Marcos Sonoma</p>

<p>Created an additional lecturer position in any of the areas listed above</p>	<p>Bakersfield Channel Islands Dominguez Hills Long Beach Los Angeles San Diego San Francisco San José San Luis Obispo San Marcos Sonoma Stanislaus</p>
<p>Hired a chair, coordinator or academic administrator position in any of the areas listed above</p>	<p>Bakersfield Chico Dominguez Hills East Bay Fresno Long Beach Los Angeles Northridge San Francisco San José San Luis Obispo San Marcos Sonoma Stanislaus</p>
<p>Pending or planned tenure-track faculty or academic administrator hire in any of the study areas listed above</p>	<p>Bakersfield Chico Dominguez Hills Fresno Fullerton Long Beach Los Angeles Northridge Pomona Sacramento San Bernardino San Diego San Francisco San José San Marcos Sonoma Stanislaus</p>

Recommendation 3: Curriculum Development–Support curricular development in ways that strengthen ethnic studies departments and programs, increase enrollment and open access to a wider range of students curricular options.

Across the CSU, the number of undergraduate students pursuing majors in ethnic studies disciplines increased between fall 2016 and fall 2019. The Full-Time Equivalent Students (FTES) for ethnic studies similarly increased from college year 2015-16 to 2018-19. Degrees conferred in ethnic studies disciplines also rose between college years 2015-16 and 2018-19. Charts are included as an appendix. These increases can be partially attributed to the actions campuses have taken to strengthen ethnic studies departments and programs and to increased course offerings.

<i>Action</i>	<i>Campuses</i>
New or increased course offerings in ethnic studies or related study areas	Bakersfield Chico Dominguez Hills East Bay Fresno Fullerton Humboldt Long Beach Los Angeles Monterey Bay Northridge Pomona Sacramento San Bernardino San Diego San Francisco San José San Luis Obispo San Marcos Sonoma Stanislaus

New or increased course offerings in gender studies or related study areas	Bakersfield Chico Dominguez Hills East Bay Fresno Fullerton Long Beach Los Angeles Pomona Northridge Sacramento San Diego Sonoma Stanislaus
Established a new department of ethnic studies or of an area related to ethnic studies	Dominguez Hills Los Angeles San Francisco San Marcos
Established a new department of gender studies or of an area related to gender studies	Fullerton Los Angeles
Elevated ethnic studies or related study area to a major	Chico East Bay Monterey Bay (proposed) San Francisco San José San Marcos Stanislaus
Created a new master's degree program, minor or certificate in ethnic studies or related study area	East Bay Long Beach Los Angeles Sacramento San Diego San José
Created a new master's degree program, minor or certificate in gender studies or related study area	Long Beach San José San Luis Obispo

Planned new college, department, master’s degree, major, minor, certificate or course of or within ethnic studies or in a related study area	Bakersfield Chico Dominguez Hills Fresno Long Beach Los Angeles Sacramento San Diego San Francisco San José Sonoma Stanislaus
Planned new department, major, minor, certificate or course of or within gender studies or in a related study area	Chico Long Beach Sacramento San José San Luis Obispo

Recommendation 4: Advising Support–Revise and strengthen advising practices on and off campus and on on-line systems to reflect the university’s valuing ethnic studies as vital to its educational mission.

The CSU has been working to strengthen advising services for all students. As part of these efforts, campuses are taking steps to improve the integration of ethnic studies in advising services. In doing so, campuses are working to ensure that students taking these courses have the support they need and that all students are aware of ethnic studies course offerings.

<i>Action</i>	<i>Campuses</i>
Included ethnic studies faculty in development of advising tools	Channel Islands East Bay Fresno Fullerton Humboldt Long Beach Los Angeles Northridge Pomona Sacramento San Francisco San José San Marcos Sonoma
Provided training for all advisors on the history and contributions of ethnic studies	Bakersfield East Bay Fullerton Long Beach Los Angeles Pomona San Francisco San José
Allocated faculty reassigned time to provide additional support for students in ethnic studies	Channel Islands East Bay Fresno Fullerton Long Beach Los Angeles Northridge Pomona San Bernardino San Francisco San José San Marcos Sonoma Stanislaus

<p>Hired staff advisers and/or graduate assistants who can assist with advising in ethnic studies</p>	<p>East Bay Fresno Fullerton Los Angeles Northridge Pomona Sacramento San Francisco San José San Marcos Sonoma</p>
<p>Created extracurricular or co-curricular groups for students of ethnic studies to support their peers</p>	<p>Bakersfield Channel Islands Chico East Bay Fresno Fullerton Humboldt Long Beach Los Angeles Monterey Bay Northridge Pomona Sacramento San Diego San José San Luis Obispo Stanislaus</p>

Recommendation 5: Campus Climate–Aid in fostering and creating a climate conducive to reaffirming ethnic studies’ central role in diversity and equity initiatives as they relate to people of color.

The CSU educates the most ethnically diverse student body in the nation and is committed to fostering a campus climate that is inclusive of all students. Ethnic studies courses are critical in this endeavor. Campuses are working to increase the visibility of ethnic studies among the larger campus community to ensure an inclusive environment that is welcoming for all students.

<i>Action</i>	<i>Campuses</i>
Formed an interdisciplinary group of faculty (or faculty and administrators) to advance ethnic studies on campus	Bakersfield Chico East Bay Fresno Fullerton Humboldt Long Beach Los Angeles Monterey Bay Sacramento San Diego San José San Luis Obispo Stanislaus
Increased visibility of the ethnic studies program through extracurricular and co-curricular events	Channel Islands Chico Dominguez Hills East Bay Fresno Fullerton Humboldt Long Beach Northridge Pomona Sacramento San Diego San José Stanislaus

<p>Expanded ethnic studies extracurricular and co-curricular programming to the larger campus community</p>	<p>Bakersfield Channel Islands Chico Dominguez Hills East Bay Fresno Fullerton Humboldt Long Beach Los Angeles Monterey Bay Northridge Pomona Sacramento San Bernardino San Diego San José San Luis Obispo San Marcos Stanislaus</p>
<p>Featured the contributions of ethnic studies in student orientation and other campus promotional materials</p>	<p>Channel Islands East Bay Fresno Long Beach Los Angeles Northridge Pomona San Francisco Sonoma</p>

Recommendation 6: Community Engagement–Strengthen and expand initiatives on community engagement and partnerships.

All CSU campuses have strong community partnerships, often with long histories of engagement. Following the Task Force report, campuses worked to strengthen and expand these partnerships to provide a richer academic experience for students in ethnic studies programs and to bring ethnic studies curricula to the larger community.

<i>Action</i>	<i>Campuses</i>
Successfully pursued a federal minority-serving institution grant (including Hispanic-Serving Institutions and Asian American and Native American Pacific Islander-Serving Institutions programs)	Channel Islands Chico Dominguez Hills East Bay Fullerton Humboldt Long Beach Monterey Bay Northridge Pomona Sacramento San Diego San Francisco San José San Marcos Sonoma Stanislaus
Built or expanded an outreach, curricular-development or co-instructional program that connects with PK-14 schools and colleges	Bakersfield Channel Islands Chico Dominguez Hills East Bay Fresno Fullerton Humboldt Long Beach Los Angeles Monterey Bay Northridge Pomona Sacramento San Bernardino San Diego San Francisco San José San Marcos Sonoma Stanislaus

<p>Forged or strengthened relationships with tribal governments and organizations that advocate for communities of color</p>	<p>Channel Islands Chico Dominguez Hills East Bay Fresno Fullerton Humboldt Long Beach Los Angeles Monterey Bay Pomona Sacramento San Diego San Francisco San José San Luis Obispo San Marcos Sonoma Stanislaus</p>
<p>Hosted national or regional conferences on ethnic studies</p>	<p>Fresno Long Beach Pomona Sacramento San Diego San Francisco San José Sonoma Stanislaus</p>

Recommendation 7: Best Practices–Build on and expand best practices of both ethnic studies and the various universities of CSU, incentivizing the embrace and use of these practices through providing and supporting appropriate resources, policies and programmatic initiatives.

As part of Graduation Initiative 2025, the CSU is implementing high-impact practices aimed at strengthening student success and closing equity and achievement gaps. Campuses are utilizing these best practices within ethnic studies, to ensure students receive the highest quality education and learn the skills they need to be successful in the future.

<i>Action</i>	<i>Campuses</i>
Allocated dedicated funding to ethnic studies programs to implement high-impact practices	East Bay Fresno Fullerton Long Beach Los Angeles Sacramento San Francisco San José Stanislaus
Conducted cross-institutional symposia on ethnic studies to share best practices and engage in collaborative initiatives	Channel Islands Fresno Los Angeles Sacramento San Diego San Francisco Sonoma
Conducted cross-departmental workshops on ethnic studies to share best practices and engage in collaborative initiatives	Channel Islands Fresno Long Beach Monterey Bay Sacramento San José San Luis Obispo Stanislaus

<p>Engaged ethnic studies in student writing skills development, professional skills development and career placement initiatives</p>	<p>Channel Islands Chico Fresno Fullerton Long Beach Northridge Sacramento San Diego San Bernardino San Francisco San José San Marcos Sonoma Stanislaus</p>
<p>Provided international learning experiences to broaden student exposure to multicultural interactions and instill global cultural proficiencies</p>	<p>Channel Islands Chico Dominguez Hills East Bay Fresno Fullerton Humboldt Long Beach Los Angeles Maritime Monterey Bay Northridge Pomona Sacramento San Bernardino San Diego San Francisco San José San Luis Obispo San Marcos Sonoma Stanislaus</p>

Recommendation 8: CSU-ESC Collaboration—Establish a formal relationship with the CSU-wide Ethnic Studies Council in CSU’s ongoing effort to advance ethnic studies and realize its mission.

As previously noted, each CSU president discussed with the Chancellor the on-campus programmatic and staffing actions that are being undertaken in response to the Task Force’s important work. Most campuses did not indicate whether formal relationships had been established with the CSU-wide Ethnic Studies Council. Several campuses referenced the engagement of faculty in the Ethnic Studies Council; however, opportunities remain open for campuses to directly engage with the CSU-wide Ethnic Studies Council.

Recommendation 9: Further Study—Conduct systemwide and campus level 360° diversity/equity assessment examining the unique challenges and contributions of ethnic studies, its related academic and campus life initiatives and future promises.

While this status report provides a snapshot of campuses’ activities to grow and strengthen ethnic studies, more work remains. Campuses are making long-term investments and participating in campus assessments aimed at ensuring ethnic studies are woven seamlessly into students’ college experiences now and in the future.

<i>Action</i>	<i>Campuses</i>
Hired a senior administrator (or established a group of experts) focused on issues of diversity, equity and inclusion	Bakersfield Channel Islands Chico East Bay Fresno Fullerton Humboldt Long Beach Los Angeles Monterey Bay Northridge Pomona Sacramento San Diego San Francisco San José San Luis Obispo San Marcos Sonoma Stanislaus

<p>Participated in either an internal or external assessment focused on the climate for diversity and ethnic studies, including institutional practices, curricula development and co-curricular diversity activities</p>	<p>Channel Islands Chico Dominguez Hills East Bay Fresno Fullerton Humboldt Long Beach Los Angeles Monterey Bay Northridge Pomona Sacramento San Diego San Francisco San José San Luis Obispo San Marcos Sonoma</p>
<p>Planned a 360° diversity/equity assessment examining the unique challenges and contributions of ethnic studies to be conducted in the next year</p>	<p>Channel Islands Long Beach Los Angeles Northridge Pomona Sacramento</p>

Recommendation 10: Continued Moratorium—In order to encourage and create the climate for continued growth and advancement of ethnic studies in the CSU, maintain the moratorium on any adverse changes to ethnic studies departments and programs during the period of the review, discussion and response to this report.

Campuses have honored the moratorium on adverse changes to ethnic studies departments and programs. Chancellor White’s letter that accompanied the Ethnic Studies Task Force report provides a system response to this recommendation. Below is an excerpt from that communication.

The second set of recommendations (Recommendations 10.1-10.3) focus on maintaining the moratorium that has been in place for the past 2-1/2 years with respect to changes in ethnic studies programs and departments, particularly faculty reductions. I accept the task force recommendations to maintain the moratorium during AY 2016-17 for review, discussion and response to the report, and lift the moratorium effective July 2017. I also expect that any campus decisions regarding the status and administrative design of ethnic studies departments and programs will take the report’s contents into consideration. But the ethnic studies report should not constrain the regular academic planning process of each campus, rather it should be one factor that informs the planning.

Conclusion

This status report is a snapshot of many of the numerous actions that CSU campuses are taking to implement the recommendations of the Task Force and strengthen ethnic studies. CSU campuses have been deliberate and diligent in expanding their faculty, course offerings, degree programs and other activities directly related to ethnic studies. As a result, enrollment in ethnic studies courses and the number of ethnic studies degrees granted continue to increase.

The work of CSU faculty continues to affirm and grow ethnic studies in the CSU. The responsibility to develop curricular requirements that are appropriate for their campus and students, without legislative interference, should continue to be the sole purview of CSU faculty in consultation with CSU administration in a shared governance environment.

During this 50th anniversary year of ethnic studies in the CSU, we recognize that our work is not finished. Ethnic studies in higher education faces perhaps even more challenges than when the task force first completed its work. However, CSU faculty, staff and administrators are deeply dedicated to ensuring that ethnic studies courses, programs and departments are – and will always be – an integral component of the CSU’s public mission to ensure every student has the opportunity for a high quality and inclusive academic experience.

The California State University remains deeply committed to ethnic studies and looks forward to finding creative and effective ways to develop further these programs throughout the system.

Appendix

Ethnic Studies Fall Term Enrollment - Headcount of Majors

Source: Enrollment Reporting System Students – ERSS **Update for the system**

Ethnic Studies Category	Fall 2016	Fall 2017	Fall 2019
African American Studies/Africana Studies/Pan African Studies/Black Studies	196	219	255
Asian American Studies	130	111	97
Chicana/o Studies or Latina/o Studies	531	565	639
Native American Studies/American Indian Studies/Indigenous Peoples Studies	26	35	54
Ethnic Studies	681	728	695
Grand Total	1,564	1,658	1,740

Ethnic Studies College Year Course Enrollment, FTES

Sources: Enrollment Reporting System Student (ERSS) and Academic Planning Database (APDB)

Ethnic Studies Category	2015-16	2016-17	2018-19
African American Studies/Africana Studies/Pan African Studies/Black Studies	1,385.7	1,448.7	1752.9
Asian American Studies	1,016.9	1,051.1	1027.6
Chicana/o Studies or Latina/o Studies	3,319.2	3,220.5	3182
Native American Studies/American Indian Studies/Indigenous People Studies	579.1	739.1	781.4
Ethnic Studies	2,759.5	3,047.5	3916.7
Grand Total	9,060.5	9,506.9	10660.6

Ethnic Studies Degrees Granted

Source: Enrollment Reporting System Degree - ERSD - with Multi-Majors Included

Ethnic Studies Category	2015-16	2016-17	2018-19
African American Studies/Africana Studies/Pan African Studies/Black Studies	73	80	77
Asian American Studies	42	60	51
Chicana/o Studies or Latina/o Studies	230	234	262
Native American Studies/American Indian Studies/Indigenous Peoples Studies	14	15	19
Ethnic Studies	270	296	345
Grand Total	629	685	754