

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3397-19/AA
September 19-20, 2019

**TOWARDS IMPLEMENTATION OF AN ETHNIC STUDIES SYSTEM
REQUIREMENT**

RESOLVED: That the Academic Senate of the California State University (ASCSU) explore with the campuses an ethnic studies requirement that each CSU baccalaureate graduate shall meet, with parameters determined by the ASCSU after seeking guidance from the CSU Council on Ethnic Studies and the 23 CSU campus senates. Such guidance, to be received by November 1, 2019, shall include reflections on:

- a. Considering the CSU Task Force on the Advancement of Ethnic Studies Report and campus context, "What learning outcomes specific to ethnic studies as derived from current best practices and definitions of ethnic studies are to be included?"
- b. Consideration of the tradeoff in having the ethnic studies requirement as a stand-alone graduation requirement versus as a required GE overlay (e.g., separately, within the major, or upper- or lower-division GE or parts of both?).
- c. Should implementation allow for campus-specific additions to the requirement (consistent with the spirit of requirement)?
- d. What best practices should be encouraged for campuses to adopt in their course evaluation and approval processes for meeting the learning outcomes specific to ethnic studies in order to maximize consistency and integrity of the requirement?
- e. What would be the earliest feasible and appropriate date for implementation?

RESOLVED: That the ASCSU distribute this resolution to CSU Chancellor, Timothy P. White, Executive Vice Chancellor, Loren Blanchard, CSU campus Senate Chairs, CSU Provosts/Vice Presidents of Academic Affairs, California State Student Association (CSSA), Assembly Member Shirley Weber, Senator Richard Pan, CSU Ethnic Studies Council, and CSU-ERFSA.

RATIONALE: In the course of its advocacy against AB 1460 (Weber), the ASCSU committed to taking up the recommendation for a CSU ethnic studies graduation requirement in the Ethnic Studies Task Force Report. This resolution begins that process. The resolution requests timely feedback from campus senates and the CSU Council on Ethnic Studies in order to assist the ASCSU in determining how best to implement an ethnic studies¹ required component for baccalaureate level graduates of the CSU. The following list of prior suggestions and actions related to implementation of the proposed ethnic studies requirement is included as a resource for campuses to consider in the development of their responses to the questions in Resolved 2:

CSU Ethnic Studies Task Force Report:

<https://www2.calstate.edu/impact-of-the-csu/diversity/advancement-of-ethnic-studies/Documents/ethnicstudiesreport.pdf>

AS-2954-10/FA “Resolution Condemning Hate Crimes within the CSU”
<https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2009-2010/2954.pdf>

AS-2818-08/FA “Support of International Experiences and Global Perspectives in CSU Education” <https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2007-2008/2818.pdf>

AS-3030-11/APEP “The Importance of Civic Education (CSU Graduation Requirements in United States History, Constitution, and American Institutions) for both Native and Transfer Students”
<https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2010-2011/3030.pdf> [concerns related to SB 1440 transfer]

AS-3164-14/AA/FA “In Support of Ethnic Studies in the California State University” <https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2013-2014/3164.pdf>

¹ This resolution deliberately uses lower case “e” and lower case “s” for ethnic studies to differentiate the requirement from the department.”

² This resolution deliberately uses “outcomes” in lieu of “courses” or “units” since outcomes describe that which is to be achieved and provides the greatest flexibility in how the desired outcomes are to be achieved.

AS-3293-17/AA “Actions to Support Active Learning and High Impact Practices in the CSU Graduation Initiative 2025”.

<https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2016-2017/3293.pdf>

AS-3322-18/AA (Rev) “Endorsement of White Paper on Student Success” <https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2017-2018/3322.pdf> [concerns metrics of student success]

AS-3354-18/FA “Encouraging Responsible Curriculum Development and Modification under the Higher Education Employer-Employee Relations Act (HEERA)” <https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2018-2019/3354.pdf> [concerns statute authority for the development of curriculum]

AS-3379-19/FA/AA “Fostering a Welcoming and Safe Campus Climate for Black/African American Students” <https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2018-2019/3379.pdf>

AS-3380-19/FA/FGA/EX “In Support of Ethnic Studies Programs in the CSU” <https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2018-2019/3380.pdf>

November 2017 update to Ethnic Studies Implementation:
<https://www2.calstate.edu/impact-of-the-csu/diversity/advancement-of-ethnic-studies/Documents/Ethnic-Studies-Status-Report-Nov-2017.pdf>

In particular, we encourage campuses and the CSU Council on Ethnic Studies to collaborate with the ASCSU to develop appropriate, assessable learning outcomes as system-wide minima (providing campus autonomy and differentiation via additional campus-specific elements)²; to provide guidance on implementation (separate or overlay; within GE or external to GE; if GE, upper or lower division or both, etc.). The ASCSU also seeks best practice suggestions that could be implemented by campuses to protect the integrity of the requirement at the specification level, in the approval process, and in continuing assessments across time. These practices are a means to maintain campuses disciplinary coherence and the integrity of the requirement across time³.

³ The potential draw of student enrollment for those departments seeking to expand their hiring or the desire to ‘protect’ or ‘help’ programs and/or departments to build FTEs, can lead to the dilution or bending of standards to

An issue that campuses in particular may want to address is the potential impact on existing CSU programs. Most CSU programs are constrained by the 120 unit program limit and also by prior legislation (SB 1440 / Star act) that excludes campus specific requirements for SB 1440 transfer students (i.e., SB 1440 would effectively exclude all campus-specific ethnic studies graduation requirements without the presence of a system requirement to trigger the applicability for that set of incoming transfer students)⁴.

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allow more programs to teach in a domain without fully embracing achieving the learning goals and objectives of the requirement they are ostensibly meeting. This section asks campuses to share what they are doing or see as potentially desirable in protecting the integrity of ethnic studies outcomes.

⁴ The default ASCSU assumption is that SB 1440 students ought to be required to meet the ethnic studies requirement. To do so under current practices and constraints, the ethnic studies requirement needs to be a system requirement (even if further modified by the campuses), within GE, or a separate requirement in each academic program. One option is inclusion (likely as an overlay) into lower division GE for at least part of the requirement – this would assure all lower division students would have some exposure; It may also be possible to finesse the implications of a new system-wide requirement via a modification to transfer admission standards, other requirements of GE, or (legislatively) to the language prohibiting non-GE non-system requirements for AA/T and AS/T transfer students. There may be other non-yet conceptualized options.