

**Chancellor's Office, CSU Council on Ethnic Studies and Academic Senate of the CSU
Collaborative Meeting on the Ethnic Studies Requirement
October 14, 2020
Summary of Discussion**

The following is a summary of discussions held via Zoom among members of the Academic Senate of the CSU, members of the CSU Council on Ethnic Studies and representatives of the Chancellor's Office concerning the implementation of an ethnic studies requirement systemwide.

In Attendance

Academic Senate of the CSU:

Robert Keith Collins, American Indian Studies, SFSU, ASCSU Chair
Catherine Nelson, Political Science, Sonoma, Immediate Past Chair
Darlene Yee-Melichar, Gerontology, Public Affairs and Civic Engagement, SFSU, Vice-Chair
Beth Steffel, Design, CSUSB, Secretary
Dave Speak, Political Science, Pomona, ASCSU Executive Committee, Member-at-Large
Nola Butler-Byrd, Counseling and School Psychology, SDSU, ASCSU Executive Committee, Member-at-Large
Susan Schlievert, Curriculum and Instruction, CSU Fresno, Academic Affairs Committee, Chair
Gwen Urey, Urban and Regional Planning, Pomona, Academic Affairs Committee, Vice-Chair
Romey Sabalius, CSU Faculty Trustee

CSU Council on Ethnic Studies:

Teresa Carrillo, Professor, Latina/o Studies, SFSU
Maulana Karenga, Professor and Chair, Africana Studies, CSULB
Linda Maram, Professor, Asian and Asian American Studies, CSULB
Theresa Montano, Professor, CSUN, Chicana/o Studies
Kenneth Monteiro, Professor and Acting Director, Psych/Ethnic Studies, SFSU, Chair CSUCES
Boatamo Mosupyo, Professor of Ethnic Studies and Associate Dean, Sac State
Marcos Pizarro, Professor Chicana Studies and Associate Dean, SJSU
Craig Stone, Professor Emeritus, American Indian Studies, CSULB
Cutcha Risling Baldy, Assistant Professor, Native American Studies, Humboldt State
Charles Toombs, Professor, Africana Studies, SDSU

CSU Chancellor's Office:

Loren Blanchard, Executive Vice Chancellor, Academic and Student Affairs
Alison Wrynn, Associate Vice Chancellor, Academic Programs, Innovation and Faculty Development
Leo Van Cleve, Assistant Vice Chancellor, Chancellor's Liaison to the Senate
Nathan Evans, Chief of Staff, Academic and Student Affairs
Lori Putnam, Communications Manager

Welcome and Land Acknowledgment

Dr. Blanchard welcomed colleagues from the Council of Ethnic Studies as well as members of the statewide academic senate. He shared his belief that the new ethnic studies requirement was a milestone for the CSU and a major change. He acknowledged that change, any change, doesn't come easy but he believed wholeheartedly that the CSU can implement a new course requirement that benefits all students – including first-time and transfer students – and have meaningful impact on our communities and the state. Dr. Blanchard then invited Dr. Baldy to lead the meeting participants in an acknowledgment of the land.

Dr. Risling Baldy requested that we strive for something beyond acknowledgment that compels us towards action. She stated that as CSU campuses occupy all tribal land it is imperative to know the indigenous peoples names, as they continue to remain stewards of the lands and are building movements for return of the land. She referenced Humboldt State as occupying the Wiyot territory and that after 20 years the city of Eureka was the first to return the land without restriction. Dr. Baldy referenced October 12 as Indigenous Peoples Day and invited meeting participants to attend weeklong activities being held virtually across CSU campuses. She also asked participants to contribute to this work and provide funding.

Agenda

Dr. Blanchard thanked Dr. Risling Baldy for her remarks. He directed participants to an attendee roster that was shared prior to the meeting which precluded the need for introductions for the large group. He briefly outlined the agenda for the meeting which included:

- Discussion on the revised core competencies for ethnic studies as called for by AB 1460;
- Review of the draft executive order which the Council on Ethnic Studies had provided feedback in writing;
- Discussion on the nature of collaboration; and
- Closing and next steps.

Dr. Blanchard acknowledged the receipt by the Chancellor's Office of the revised core competencies from the Council on Ethnic Studies. These revisions were also shared with the statewide academic senate. He then invited members of the council to provide background to the revisions and highlight changes.

Presentation by Council of Ethnic Studies Members

Dr. Monteiro began by providing a warm greeting to attendees and acknowledging this as a particularly historic moment for the ethnic studies requirement. It represents the culmination of a 50-year trek for some, decades for others. He expressed his excitement for this meeting and desire to give attendees a sense of the collaboration on everyone's part. Specifically for the Council on Ethnic Studies, this collaboration included not only the work of the steering committee and elected representatives but, since the passage of AB 1460, the efforts of an 80-

person working group which produced revisions vetted by more than 500 council members. Those revisions were also influenced by various resolutions coming from campus Academic Senates. The agenda of the presentation included taking meeting participants through the revised core competencies, which began with remarks by Dr. Maram.

Core Competencies

Dr. Maram affirmed the collective process, including collaborating with working groups among CSU faculty. She outlined the presentation would begin with the core competency definition of the ethnic studies unit and faculty criteria in terms of core competencies and course learning objectives and it would conclude with the resources needed to implement it. A clarification was made regarding an error in the presentation which incorrectly stated course learning objective when what was meant was student learning objectives.

Dr. Mosupyoe outlined the definition of ethnic studies by the traditional departments of Native American studies, African American studies, Asian American studies and Latino and Latina American studies. She emphasized that some programs do not go by these names but instead could be Chicano, Pan African or American Indian studies (as examples). In developing the core competencies criteria, the Ethnic Studies Council believes that it is important that Ethnic Studies faculty are to develop any additional course criteria and create the committees. They also believe that such committees should be comprised by a majority of faculty in Ethnic Studies departments and units. Unit courses should be housed in those departments. They also propose that each course should meet three out of the five SLOs as appropriate to their lower or upper division status. Additionally, the Ethnic Studies Council proposes that the review and modification or addition to this criteria should be subject to the expert peer evaluation of the Ethnic Studies faculty in collaboration with the academic senate on each campus. Finally, they propose that each campus committee must be led or chaired by an Ethnic Studies faculty and comprise the majority of Ethnic Studies faculty in those departments or unit programs.

Student Learning Objectives

Dr. Carrillo then continued the presentation by reviewing the five Student Learning Objectives (SLO). She referenced this work was the result of a highly engaged 55-member subgroup. The objectives include:

- SLO 1: Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies. Dr. Carrillo cited the naming of the groups or areas of studies was the result of choosing to cleave very closely with the language of the law.

- SLO 2: Apply theory and knowledge produced by Native American, African American, Asian American and/or Latino and Latina American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences and social struggles of those groups with emphasis on agency and group affirmation.
- SLO 3: Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
- SLO 4: Explain and assess how struggle, resistance, racial and social justice, solidarity and liberation, as experienced, enacted and studied by Native Americans, African Americans, Asian Americans and/or Latino and Latina Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
- SLO 5: Describe and engage with anti-racist and anti-colonial issues and the practices and movements in the Native American, African American, Asian American and/or Latino and Latina American communities to build a just and equitable society.

Dr. Carrillo concluded by stating the task force had started with a set (of competencies) very similar to these and which evolved over six years of meetings. Most recently the implementation group made some changes to the focus and the way the groups are referred to and honed in what they considered the essence of ethnic studies courses that would be proposed to meet this new requirement.

Implementation

Dr. Pizarro continued the presentation by speaking to recommendations for implementing the ethnic studies requirement. He emphasized the collaborative process that was underway, and the extensive input received from all campuses. He shared the council had a unique ability to understand the complex dynamics in regards to Ethnic Studies throughout the system and could play a leadership role in implementation in order to support students.

Feedback from the Council on Ethnic Studies on proposed implementation included:

- The creation of an “Area F” is not necessary by law
- Reducing “Area D” would not be effective, and would minimize the role of colleagues in other disciplines
- Placing the requirement in general education creates a host of complexities and challenges
- It could work as a free-standing requirement as delineated in the law
- Emphasis on need for resources as current volunteer model isn’t sustainable

- Free-standing requirement allows campuses to grow ethnic studies dynamically and honors the spirit and letter of the law

Resources

Following Dr. Pizarro's remarks, Dr. Stone shared the concerns of faculty regarding the need for resources in order to provide courses in ethnic studies for each campus as required by law. He provided the example of CSU Long Beach which has few tenured-track faculty in Ethnic Studies and have support staff who are already overworked. Faculty need reassigned time for curriculum development and implementation. Support for chairs and program directors have declined for many campuses – many are at 50 percent of the support needed. Dr. Stone requested an assessment to determine needs and resources.

Comments by Academic Senate of the CSU

Dr. Blanchard thanked all presenters and council members for their work in providing this information. He requested to first focus on core competencies before discussion on implementation and resources, and requested ASCSU Chair Rob Collins to speak on behalf of the Academic Senate of the CSU which had received the council's proposed ethnic studies core competencies. He also requested Dr. Collins to outline next steps.

Dr. Collins welcomed all attendees and thanked them for their hard work on the revisions. He stated it was an honor to meet with them, and offered a reminder that this would be a yearlong conversation beginning with the discussion on core competencies. He stated that the ASCSU would meet in a November plenary to vote on the revisions. After the vote, the result would be shared with the Chancellor's Office so they can move forward. He reminded everyone that the Academic Affairs committee becomes the centralized meeting point for all conversations as their meetings include representation from the ASCSU and the CSUCO and has, in the past, welcomed members of the Ethnic Studies Council (and will continue to do so in the future).

ASCSU Academic Affairs Committee Chair Schlievert addressed the meeting participants, sharing how much everyone has learned already from previous Academic Affairs Committee meetings. She summarized some of the previous meeting topics. She reiterated the November 4th date.

At this point of the meeting there was a request by ASCSU Vice Chair Yee-Melichar to clarify the use of the terms core competencies, course learning objectives and student learning objectives. She shared this concern as the terms could mean different things when related to curriculum review assessments, and if a student chooses one course in the four groups, he/she/they are not going to study all four groups. As a result, it can't be a course/student learning objective as the student is not going to learn about all four groups in one course. She requested a consensus in using the term core competencies moving forward as stated in AB 1460. Dr. Monteiro responded by addressing the comparative approach to teaching ethnic studies, pointing out that the student learning objectives indicate "and/or" so no course need

teach all nor all students learn all, and that, moving forward, they can have a conversation about the matching of language.

Discussion on the Draft Executive Order

After concluding there were no other questions or comments related to learning objectives, Dr. Blanchard requested the meeting move on to the next agenda item regarding the draft executive order. After requesting attendees to share any additional reactions to the executive order that had not already been shared in writing, and hearing none, Dr. Blanchard asked Dr. Wrynn to present on how a California law is translated into CSU academic policy.

Dr. Wrynn expressed her appreciation for the presentation regarding the student learning objectives. She then briefly shared what the administrative practice of the CSU is, and what the system contends with, in implementing a law. In the case of ethnic studies, AB 1460 is not the only law the CSU must address; there is also HEERA (Higher Education Employer Employee Relations Act) as well as SB 1440 (Student Transfer Achievement Reform Act) and SB 440 (Associate Degrees for Transfer). Once a bill becomes a law, it becomes part of the Education Code. The CSU Board of Trustees is authorized to create new sections of Title 5, or modify existing ones, which will then move forward as policy developed by the Chancellor's Office under the authority given by the trustees. Systemwide policy then becomes campus policy as part of their shared governance process. The status of the ethnic studies requirement is that it is now in the Education Code and moving into draft policy.

At the conclusion of Dr. Wrynn's presentation, Dr. Blanchard expressed his appreciation for the feedback already shared and reiterated this was the time and opportunity for additional input from meeting participants on the draft of the executive order (policy) which has been distributed across the campuses. While this specific meeting would not be the last time for conversation about the recommendations, it is important to continue the discussion.

At this point of the meeting, questions were raised regarding the process including the implementation timeline. Dr. Wrynn stated that, in this case, the law was directing the timeline which gives a specific date by which students need to meet the requirement. As a result, fall 2021 is the establishing year for catalog rights for this requirement. A question was raised about the framework for this process, particularly around Frequently Asked Questions (FAQs) that were distributed earlier regarding the requirement. Dr. Wrynn and Dr. Blanchard responded that the FAQs reflected questions received by the Chancellor's Office from campuses and serves as a fluid document as new questions and updates arise. A request was made to share any confusion or corrections with the Chancellor's Office so updates to the FAQs can be made. A question was asked as to when mandated collaboration would occur, as authorized by the law. Dr. Wrynn responded that such collaboration would take place somewhere between the establishment of the Education Code, Title 5 change and development of policy.

Comments were also shared by meeting participants, including positive reactions by Dr. Nelson and Dr. Montano to the council's recommendation that the ethnic studies requirement be a

general graduation requirement as opposed to a general education requirement. Hope was expressed that a conversation could be held to address the concern with SB 1440 if ethnic studies were to become a general graduation requirement. Dr. Stone also expressed his opposition of limiting the requirement to lower division only. He stated if the CSU looked at only lower division, it would miss transfer students. In addition, some departments already have more upper division rather than lower division courses in place and would not have the resources to implement/add additional lower division courses.

On the Question of Placement in General Education

Given the questions and concerns voiced regarding the placement of ethnic studies in general education, Dr. Blanchard suggested another meeting for the group, including extending to all council members. A date of October 28th was suggested to provide time for additional discussion on implementation.

Dr. Blanchard also shared his five-plus year experience in dialogue with various stakeholder groups (including with Ethnic Studies faculty, the Task Force on Ethnic Studies, the Legislative Black Caucus and the Legislative Latino Caucus) regarding the ethnic studies requirement. In that time, and in those conversations, it was clear that this was a general education requirement. He suggested it was important to make sure there is an understanding between a general education requirement and a graduation requirement, and that can be done in a broader meeting. He stated that placement in general education is what will give Ethnic Studies greater leverage and equal footing that it requires and deserves. It is the foundation, and the route recommended in the Task Force report and Findings and Declarations section of AB 1460.¹

The first recommendation of the CSU Task Force on the Advancement of Ethnic Studies, dated January 2016, proposes that ethnic studies be a GE requirement throughout the CSU system. Dr. Monteiro, one of the report's authors, described the report as a foundational resource and that the question of whether the requirement should be in general education was not as settled an issue. According to Dr. Monterio, there was a strong consensus that ethnic studies should be better represented across general education, but less consensus on whether the requirement itself should be; thus, the law based on that report did not stipulate GE.

Dr. Blanchard then addressed the question of resources. Based on financial modeling, the cost of implementing the new requirement is estimated at \$16.5 million for the CSU. This cost includes potentially hiring new faculty members, and even for those campuses that have well developed programs, there are still additional resources needed. This amount is part of the overall budget request to the state. If it is not approved, the CSU will work within the confines of its general budget. Fall 2021 will be the foundation year as the course requirement will be reflected in the

¹ [(d) *A report of the California State University Task Force on the Advancement of Ethnic Studies, commissioned by the Chancellor's office, recommended that ethnic studies become a general education requirement throughout the California State University system.*

catalog. Some programs will continue to build on their courses in progressive years. There will be potential for new opportunities as well, including dual enrollment for high school students to take an ethnic studies course on a campus as well as professional development systemwide and implications for graduate programs.

On the Nature of Collaboration

Dr. Karenga concluded the meeting agenda with a discussion on the nature of collaboration. He began his remarks by reaffirming the historical nature of this process and how he looked forward to ongoing collaboration. He stated that a stipulation of AB 1460 is collaboration among the Chancellor's Office, Council on Ethnic Studies and the Academic Senate of the CSU. He emphasized that collaboration should not be confused with consultation, as the latter can limit the process and create misunderstanding. Consultation is offering expert advice about a project; collaboration is shared decision making on a joint and common project. The Council on Ethnic Studies seeks collaboration to implement successful deliberation, decision-making and action. This includes, and is not limited to, establishing SLOs, benchmarks for the implementation of the process, ongoing curricular review of courses, assisting campus units with curriculum, monitoring the process, encouraging and assisting collaborative campus projects and any other relevant actions that emerge.

Closing Remarks

Dr. Monteiro, Dr. Collins and Dr. Blanchard concluded the meeting expressing gratitude for everyone's comments and feedback. Dr. Blanchard proposed that, in addition to a subsequent meeting of the parties present, an open meeting be scheduled for the wider membership of the Council on Ethnic Studies on October 28, 2020. Dr. Monteiro encouraged ongoing listening, especially as stakeholders seem to be in agreement or near agreement in a number of areas. In regards to the question of general education placement, he stated that it wasn't as settled a question at the time of the task force as it might appear to be, but that now perhaps there are more than one way to implement including moving the process from the central level to the campus level. He also shared the Council of Ethnic Studies has a meeting scheduled for October 23. Dr. Collins shared his looking forward to continued discussions on November 4th and asked that any questions be directed to him regarding the Academic Senate of the CSU.

Attachments:

- CSUCES PowerPoint on Core Competencies and responses to CO draft
- Chancellor's Office PowerPoint on how legislation becomes policy and practice