1. The ASCSU passed the following second reading items. Copies of these and other resolutions can be found at http://www.calstate.edu/AcadSen/Records/Resolutions/.
   a. **Increasing Access and Success Through Additional Preparation in Quantitative Reasoning** supports the amended proposal that again will be before the Board next week as an information item, designed to increase the quantitative reasoning preparation of incoming freshmen. It urges both support for teacher preparation in this area and flexibility in implementing the requirement for students attending high schools which are unable to support it with appropriate course offerings.
   b. **Land Acknowledgment and Statement** acknowledges that many CSU facilities are located on traditional native American lands and encourages the CSU to incorporate acknowledgment of this fact in their formal senate meetings.

2. The ASCSU passed the following resolution after waiving a second reading.
   a. **Support for the California State University (CSU) Board of Trustees (BOT) Proposed 2020-2021 Operating Budget Request with Augmentation** is self-explanatory. Waiver of a second reading was viewed as appropriate as the Board will be meeting next week to consider adoption of this request. It also urges the Board to request an increased compensation pool of fund.

3. We introduced the following resolutions that will be considered for adoption at our November plenary. Copies of these resolutions should be available shortly for campus review.
   a. **Creation of an Ad Hoc Committee to Advance Equity, Diversity and Inclusion Within the Academic Senate CSU** urges the creation of such a committee to examine many of our practices for potential adverse impacts on equity, diversity and inclusion with the expectation that there will be annual reports to the Executive Committee of their findings.
   b. **Creating a Holistic and Humane Educational Environment in the California State University (CSU)** is a request to the system to focus on creating such an environment to support student learning.
   c. **Recommended Implementation of an Ethnic Studies System Requirement** recommends the adoption of related system-wide learning outcomes and curricular guidelines. (These outcomes and guidelines are found at the end of this report.)

4. **Loren Blanchard, EVC for Academic and Student Affairs** acknowledged the work of ASCSU around ethnic studies. It has been a few months since he and Statewide Senate Chair Nelson testified on this subject to the legislature. The Chancellor is sending an updated report to Senator Pan. The report shows a two-year, 7% increase in ethnic studies majors and the filling of 72 new tenure-line ethnic studies faculty positions across the CSU. There are four topics from Academic and Student Affairs on the Board of Trustees’ agenda this next week: 1) Title V change on student organizations (prohibiting discrimination against members of protected classes), 2) annual report on research, creative and scholarly activity, 3) update on Graduation Initiative 2025 (including a progress update on our goals), and 4) the proposed QR admissions requirement.
5. Chancellor Tim White briefly spoke about our upcoming CSU budget request and the proposed a–g admissions requirement changes relative to quantitative reasoning.

In response to questions:

• The Chancellor is generally supportive in flexibility in faculty roles relative to teaching, service, research, etc. If we have flexibility in roles, we need to be more flexible in our criteria for evaluating faculty.

• The Chancellor's retirement date will be no sooner than June 30\textsuperscript{th} and no later than December 31\textsuperscript{st}. Dr. White emphasized that he is planning to “sprint to the finish” and continue working hard on behalf of the CSU until his retirement. His decision to retire at this point is in no small part due to the fact that, relatively speaking, the budget situation, CSU relations with labor and with governmental leaders, campus leadership, etc. are as strong as ever, and the new Chancellor will begin at a propitious time. Dr. White indicated that he would be receptive to providing the ASCSU with his vision for the CSU 10 years in the future at an upcoming ASCSU plenary.

• There has been an uptick in incidents of uncivil, hate-motivated behavior across campuses over the past three years. We need to constantly be vigilant, caring, and visible in reaffirming our value of inclusiveness in confronting these types of behaviors. Each campus has a response team to help deal with potentially troubling issues, events, speakers, etc. They have been proven to be effective in helping members of the CSU family deal with these situations.

• Alcohol consumption on our campuses continues to be a source of concern, especially when it results in harm to our students. Providing information regarding student deaths is complex, often impacted by police investigations, family wishes, etc. Many factors need to be balanced when crafting policies regarding alcohol consumption, including vigilance and accountability while not discouraging intervention and requests for help when medical assistance is needed.

• Securing adequate funding for the CSU is his top priority. We also need to work for legislation to support our dreamers.

6. Jacquelyn Acosta (CSSA Liaison) reported that while CSSA has taken a stance in opposition to the new QR requirement, they will continue to work with the Board on the issue. There are concerns relative to the implementation timeline and an exact definition of the requirement. There will be a student on the Chancellor search Stakeholder Advisory Committee. They are conducting three staff searches, including for Executive Director and Asst. Director of Governmental Relations. CSSA is encouraging discussion and feedback relative to the proposed ethnic studies requirement. CSSA has endorsed the requirement. They are working to promote financial aid reform (increase amounts and eligibility for Cal Grants, summer eligibility, etc.).
7. **Kara Perkins, Executive Budget Director,** provided us with an overview of the Trustees’ budget request.

- The total CSU budget last year was $10.3b
- The state support budget (from general fund, tuition, other fees) was $6.9b
- 50% of our operating budget ($6.9b total) is spent on salaries. An additional 25% is spent on benefits. 13% is spent on services, supplies, etc. 11% goes to financial aid
- True “reserves” (unencumbered funds) are about $468m. Guidelines indicate that this number should be over $1.7b (at least 3 months of operating funds).
- The state rainy-day fund is up to $16.5b—up significantly but short of what would be needed to weather the next recession.
- Tax revenues are up significantly.
- We have no firm commitment regarding future budgets, including next year’s budget.
- We have pending collective bargaining negotiations which may result in agreements significantly increasing our budget needs.
- Budget priorities for next year
  - Salary and benefit increases
  - Support for GI 2025
  - Meeting the state’s projected degree gap (enrollment growth)
  - Deferred maintenance
  - Mandatory costs (inflation, etc.)
- The requested increases to our base budget total $633.3m
- We are also requesting one time funds of $500m for deferred maintenance (the backlog is estimated at $11b) and $15m to meet student basic needs.
ETHNIC STUDIES REQUIREMENT: STUDENT LEARNING OUTCOMES

Upon completing their ethnic studies requirement, students will be able to:

1. analyze and articulate core concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, Eurocentrism, and white supremacy;
2. apply theory to describe critical events in the histories, cultures, and intellectual traditions of communities of color with a particular emphasis on agency and self-affirmation;
3. describe the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, ability, and/or age;
4. describe how resistance, social justice, and liberation as experienced by communities of color are relevant to current issues (communal, national, and international); and
5. act to engage with issues of race and ethnicity to build diverse, just, and equitable communities beyond the classroom.

ETHNIC STUDIES REQUIREMENT: IMPLEMENTATION

1. The primary ethnic studies requirement will be implemented as an overlay as part of lower division GE (ethnic studies outcomes 1-5 as a requirement of lower division GE)
2. The secondary (additional scaffolded) requirement is for a reflective element (reinforcing any two of ethnic studies outcomes 2-5) overlaying upper division GE.
3. Either (1) or (2) above may be met by not-otherwise-GE courses with campus approval (provided such courses meet the ethnic studies outcomes; i.e., the ethnic studies requirement could be met or partially met with existing campus requirements and/or courses that were developed to meet local requirements)
4. Campuses may determine additional requirements (outcomes or implementation) beyond the minimal list provided.
Cal Poly’s vision for internationalization is to provide foundational experiential learning, teaching, service and scholarship opportunities at home and abroad that will best equip graduates and the campus community at large to solve complex global challenges sustainably, ethically and inclusively.

International Students and Scholars

The International Students and Scholars team provides visa advising, programming, pre-arrival assistance and support to help international students and scholars have successful experiences at Cal Poly.

The Cal Poly International Center hosts cross-cultural events such as international coffee & tea time, a yearly festival, field trips, and farewell events. International and domestic students can apply to be welcome ambassadors to assist new international students with adjusting to life at Cal Poly.

International Poly Host

Faculty and staff can get involved by volunteering their time to host international students for short, cross-cultural day visits that include activities such as informal dinners, visiting local sites, grabbing coffee, or celebrating holidays/family occasions. To get involved in helping international students experience the community outside of the traditional academic setting, contact intlservices@calpoly.edu for more information.

Study Abroad

1468
GLOBAL MUSTANGS
2017-18

75
COUNTRIES

400
PROGRAMS

#3
IN NATION*

*AMONG MASTER’S INSTITUTIONS IN OPEN DOORS IN NOV. 2018

Cal Poly Global Programs provide faculty with opportunities to share their international expertise with students while teaching Cal Poly courses abroad.

For more information on the application process and upcoming deadlines, please go to abroad.calpoly.edu > Faculty Opportunities > Cal Poly Global Programs.

international.calpoly.edu
The Cal Poly International Center manages the approval and execution of new and renewing international agreements. There are two types of agreements utilized for international cooperation:

- **Memorandum of Understanding (MOU)**—a general document that provides a framework for future collaborative activity
- **Memorandum of Agreement**—an agreement outlining specific activities that typically includes the commitment of university resources. For more information on the proposal process, visit abroad.calpoly.edu > Faculty Opportunities > Cal Poly International Exchange and MOU’s.

All international travel conducted as Cal Poly business (including travel to Canada) must go through the Cal Poly International Center. Be sure to submit complete international travel packets electronically through abroad.calpoly.edu > International Travel by the posted deadlines in order to have travel approved. Students are assessed a fee for Cal Poly student travel abroad. For more information or to request a workshop on the travel registration process, please contact the International Center at: intltrvl@calpoly.edu.

Cal Poly was named a Fulbright Top-Producing Institution (among Master’s Institutions) for 2018-19!

**Want to apply for a Fulbright?** There are several potential sources of funding for faculty members interested in international research, teaching, consulting, or other activities. Please visit abroad.calpoly.edu > Faculty Opportunities > Faculty Fellowship Programs for deadlines and to learn more about the application process.

**Upcoming Events**

- **Resource Fair for Faculty/Staff** | September 26, 10 a.m. to 2 p.m., Chumash Auditorium
- **Study Abroad Fair** | October 3, 10 a.m. to 2 p.m., Dexter Lawn
- **International Education Week - Passport to the World** | November 18 to 22, daily activities

**NATIONAL GEOGRAPHIC LIVE!**

Amy Vitale: Rhinos, Rickshaws & Revolutions

**NOVEMBER 12 | 7:30 p.m. | PERFORMING ARTS CENTER**

Presented in partnership with Cal Poly Arts. Special discounted tickets available; check international.calpoly.edu.
MONDAY THROUGH FRIDAY

CAMPUS DINING
Don’t forget to stop by 805 Kitchen for internationally themed menus all week long!
November 18 - 22, 2019 | 805 Kitchen

30 YEARS AFTER THE FALL OF THE BERLIN WALL
Join us to hear reflections on 30 years after the fall of the Wall and the transitions in Eastern Europe.
11:30 a.m. – 1 p.m. | Bldg 52, Room E46

MINI LANGUAGE WORKSHOPS
Join us for mini language lessons from around the world. Language sessions will be posted on: international.calpoly.edu
2 - 5 p.m. | Bldg 52, Room E28
Light refreshments

THURSDAY, NOVEMBER 21
MOCHI MAKING WORKSHOP
A hands on, fun lesson on how to make mochi, a traditional Japanese confection. Space is limited and will be given on a first-come, first-served basis.
11:15 a.m. – 12:30 p.m. | Graphic Arts
Bldg 26, Room 123

TUESDAY, NOVEMBER 19
INTERNATIONAL COFFEE AND TEA TIME
Interact with international students to share culture and develop friendships.
11 a.m. – Noon | Dream Center
Bldg 52, Room E11

MONDAY, NOVEMBER 12
7:30 P.M. – 9 P.M. | PAC

Join Jodi Cobb as she recounts her experience as a Stranger in a Strange Land. A National Geographic photographer for over four decades, this whirlwind retrospective of a distinguished career will inspire and amaze you.

Special discounted tickets at tickets.calpoly.edu.
Use Promo Code: CPIC
CSU INTERNATIONAL PROGRAMS MEMORANDUM

To: Senior International Officers

From: Dr. Jaishankar Raman, Director, CSU IP

Date: 11/5/2019

Re: CSU International Programs Resident Director Announcement

The CSU International Programs (CSU IP) announces the following opportunity for faculty.

The application materials for Resident Directors 2021-2022 are available for your distribution to interested and qualified campus colleagues.

We have set up the following website for you to reference and to forward: CSU IP Faculty Resources.

Applications are due to CSU International Programs by December 1, 2019.

Resident Directors in The California State University (CSU) International Programs are a key element in the success of the overseas centers where they are assigned. They contribute significantly to the quality of the educational experience of our students. It is essential that qualified individuals, from any discipline be recommended for appointment to these positions. Former Resident Directors constitute an important source of support on each of the CSU campuses for promoting student participation in the International Programs and help to further the integration of the International Programs into the mainstream of each campus’ academic program. The appointments of Resident Directors should be viewed as part of the larger process of enhancing the international dimension of The California State University.

If you have any questions, please contact Dr. Jaishankar Raman, Director of International Programs, at 562-951-4790.
CSU INTERNATIONAL PROGRAMS MEMORANDUM

To: Senior International Officers

From: Dr. Jaishankar Raman, Director, CSU IP

Date: 11/5/2019

Re: CSU International Programs International Faculty Partnership Seminar

The 2020 CSU International Programs (CSU IP) International Faculty Partnership Seminar will take place in Tübingen, Germany in June 2020. The seminar is designed to provide international experiences for faculty of diverse disciplines from all CSU campuses. Participants will learn more about CSU International Programs and the experiences of students who participate in it, while interacting with colleagues from German university partners about the seminar themes.

This conference will focus on interdisciplinary dialogues. To frame the discussions, the seminar will be structured along four tracks encompassing a wide range of disciplines. All sessions will include presenters from both Baden-Württemberg and California State Universities.

SEMINAR TRACKS

- Sustainable Cities and Climate Change
- Transnational Cooperation and Emerging Political Realities
- The Global Market Place: Technology and Digitalization
- Germany Today: Language, Multiculturism, and Identity
- Innovation and Illusion in Media and the Arts

The faculty seminar is being coordinated by the California State University Academic Council on International Programs (ACIP) and the Office of CSU IP in the Chancellor’s Office. It will be hosted in cooperation with the University of Tübingen, the state of Baden-Württemberg and the CSU IP office in Germany.

Seminar costs, including housing and meals, are being supported through the CSU and State of Baden Württemberg. CSU IP will provide $1000 to each participant towards their travel expense. While it is not required, we hope campus faculty funds will provide some support toward travel costs. The selection of participants for the seminar will be made by the ACIP Faculty Affairs Committee.

More information about the Germany seminar can be found here. If you have any questions, please contact Dr. Jaishankar Raman, Director of International Programs, at 562-951-4790.
Diversity, Equity, and Inclusion at Cal Poly

Julie A. Garcia
Interim Associate Vice President for Diversity and Inclusion
Office of University Diversity and Inclusion

Presented at Academic Senate on November 19, 2019

Overview

- Cal Poly Experience (CPX) background
- Discuss why diversity, equity, and inclusion (DEI) are central Cal Poly goals
- Assessing DEI baseline (CPX results)
- Moving data to action (university, unit/department/college, and personal action planning)

CPX

THREE PHASES

SHARE IT: CPX 1.0 (Winter & Spring 2019)
CPX Listening Sessions, CPX Survey

SHAPE IT: CPX 2.0 (Fall 2019, Winter & Spring 2020)
Strategic Diversity Leadership Institute, Toolkits, Dialogues, Action Plans

CHANGE IT: Tracking Our Progress (Ongoing)
Progress Reports
DEI AS A CAL POLY GOAL

Inclusive Excellence

- Essential for skill development
  - Develop multicultural competencies
  - Improve decision-making
  - Enhance personal growth by developing empathy

- Knowledge incomplete without diversity, equity, and inclusion
  - Awareness of social justice issues to navigate across differences

- Ensure equal access to opportunities and success

Conditions that foster Inclusive Excellence

- Diverse student body, faculty, and staff
- Welcoming campus community
- Intergroup exchanges
- Curriculum and co-curriculum includes diversity, equity, and inclusion
University DEI Planning

Collective Impact  
Fall 2017

Strategic Plan
Priority #3
Summer 2018

WSCUC
Accreditation
2018-2021

Three Consistent Diversity, Equity, and Inclusion Objectives:
1. Recruit/Retain
2. Campus Climate
3. Curriculum & Co-curriculum

ASSESSING DEI BASELINE

CAL POLY EXPERIENCE SURVEY: CPX Study

Share it. Shape it. CHANGE IT.
**CPX Study: Key Concepts**

Demographics Characteristics
- General Climate: Satisfaction/Disatisfaction
- DEI Climate: Hostile/Friendly; Sexist/Non-sexist; Racist/Non-racist
- Feelings: Valued and Belonging
- Perceptions of Fair & Equitable Treatment

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**CPX RESPONSE RATE & DEMOGRAPHICS**

<table>
<thead>
<tr>
<th></th>
<th>STUDENTS 8,747 (41%)</th>
<th>FACULTY 2,084 (61%)</th>
<th>STAFF 1,208 (60%)</th>
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<tbody>
<tr>
<td>African American/Black</td>
<td>0.9%</td>
<td>1.1%</td>
<td>1.0%</td>
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<tr>
<td>Asian American/Asian</td>
<td>15.7%</td>
<td>5.9%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Hispanic/Latinx</td>
<td>13.4%</td>
<td>4.1%</td>
<td>11.2%</td>
</tr>
<tr>
<td>Middle Eastern/North African</td>
<td>0.4%</td>
<td>2.0%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Native American/Alaskan Native</td>
<td>0.1%</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>0.2%</td>
<td>0.1%</td>
<td>0.4%</td>
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<tr>
<td>White</td>
<td>60.1%</td>
<td>76.2%</td>
<td>69.6%</td>
</tr>
<tr>
<td>Multiracial/ethnic (2 or more selections)</td>
<td>9.5%</td>
<td>6.5%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Preferred Response Not Listed</td>
<td>&lt;0.1%</td>
<td>3.4%</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

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**KEY CPX FINDINGS**

Findings revealed consistent pattern of negative experiences for underrepresented and underserved groups, including:
- Racial/Ethnic minorities (particularly African American/Black and Hispanic/Latinx)
- Cisgender women
- Non-binary respondents
- Lower socioeconomic status
- Sexual minorities
- Disabled
- First-generation college students

Reports available at: diversity.calpoly.edu
Recommendations

1. Campus Dialogues: Engage campus with CPX results
2. Action Plans: Centralized DEI framework guides units, 5 yr integrated plan
3. DEI Trainings: Multidimensional programming
4. Grant Funding: Support DEI initiatives focused on difficult challenges
5. DEI Resources: Infrastructure to strengthen evidence-based approach
6. Engage Internally and Externally: Alumni, SLO comm, and CP
7. Create Taskforce: Short-term and long term solutions to CPX results

Current Milestones

<table>
<thead>
<tr>
<th>OCTOBER &amp; NOV.</th>
<th>JANUARY</th>
<th>FEB. &amp; MARCH</th>
<th>APRIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strategic Diversity Leadership Institute</td>
<td>• Action Planning and Trainings</td>
<td>• MLA Guest Lectures</td>
<td>• Action Plan Show-out at Townhall Meeting</td>
</tr>
<tr>
<td>• CPX Results and Recommendations</td>
<td>• Activitas Toolkits and Videos</td>
<td>• Action Plan Coaching and Support</td>
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<tr>
<td>• Campus Dialogue</td>
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Upcoming Campus Dialogue: Thursday, November 21, 9-10:30am ATL 7
Phases of Strategic Diversity Leadership

- Collective Impact
- Listening Sessions
- CPX Survey
- GI 2025

Action Plan

- Accountability
- Infrastructure
- Incentives
- Resources

Data Gathering

- Graduation Rates
- Retention Rates
- Progress Reports

Metrics

Unit/Department/College Action Planning

- Recruit/Retain
- Campus Climate
- Curriculum & Co-curriculum

- Goals
- Subgoals
- Timeline
- Accountability
- Resources
- Infrastructure
- Incentives
- Progress metrics

Personal DEI Planning

- Awareness of DEI Issues
- Develop Skills to Address Issues
- Apply Knowledge

CP Examples

- "State of" Events
- USCP WGL 55 Courses
- CEI Head Lectures
- Junior Speakers
- CETI Talks, workshops
- Pride, inclusive trainings
- USCP WGL 55 Courses
- Friendship circle
- Chalkboard presentations
- Department
- Unit
ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

AS-3403-19/AA
November 14-15, 2019
First Reading

RECOMMENDED IMPLEMENTATION OF AN ETHNIC STUDIES SYSTEM
REQUIREMENT

1. RESOLVED: That the Academic Senate of the California State University (ASCSU)
   adopt the document titled “Ethnic Studies in the CSU” (Attachment A); and be it
   further,

2. RESOLVED: That the ASCSU calls on the CSU to implement these requirements no
   later than the 2023-24 academic year; and be it further,

3. RESOLVED: That the ASCSU recognize that the process by which these
   requirements were developed, following HEERA, was based on appropriate faculty
   input and other constituency outreach; and be it further,

4. RESOLVED: That the ASCSU particularly appreciate the consultative role of the
   representatives from the CSU Council on Ethnic Studies; and be it further,

5. RESOLVED: That the ASCSU endorse a requirement that CSU campus approval
   and review processes should explicitly involve consultation with ethnic studies
   subject matter experts, and be it further
6. **RESOLVED:** That the ASCSU endorse the underlying values inherent in the recommendation for an ethnic studies requirement

   a. A focus on student success.

   b. A focus on learning outcomes rather than minimum “units” or “courses”.

   c. A recognition of CSU campus autonomy in the definition of student-success and implementation of the ethnic studies curriculum.

   d. The desirability of scaffolding lower and upper division experiences in achieving ethnic studies outcomes.

; and be it further

7. **RESOLVED:** That this resolution be distributed to the:

   - CSU Chancellor, Timothy P. White,
   - Executive Vice Chancellor of Academic and Student Affairs, Loren Blanchard,
   - CSU campus Senate Chairs,
   - CSU Provosts/Vice Presidents of Academic Affairs,
   - California State Student Association (CSSA),
   - CSU Council on Ethnic Studies, and
   - CSU Emeritus and Retired Faculty and Staff Association-(CSU-ERFSA)
   - California State Assembly Member Shirley Weber, and
   - California State Senator Richard Pan.

**RATIONALE:** This resolution is in support of, and defines the parameters for, a CSU Ethnic Studies requirement (Resolved #1).
The proposed timeline (Resolved #2), while aggressive, allows the CSU campuses time for curricular revision (Fall 2020 guidance on implementation, Fall 2021 pilot work, Fall 2022 catalog submissions for the 2023-24 catalog year) while also explicitly permitting campuses with pre-existing or new campus-specific ethnic studies requirements (for which SB 1440: The Student Transfer Achievement Reform [STAR] Act holds transfer students exempt) to have those in advance of full implementation within CSU General Education (GE) which is required of all students.

The resolution follows up on earlier requests for campus feedback regarding an ethnic studies requirement component for baccalaureate level graduates of the CSU (AS-3397-19/AA Towards Implementation of an Ethnic Studies Requirement). As a reference document, we note that AS-3397-19/AA includes a listing of prior suggestions and actions related to implementation of the proposed ethnic studies requirements. The consultative process (Resolved #3) allowed the final recommendation to be grounded in campus practice, disciplinary expertise, and iterative improvement (including being responsive to changes between this first reading (November 14-15, 2019) and the second reading (January 23-24, 2020). Similarly, the explicitness of the recommendation that campus approval and review processes include disciplinary expertise (Resolved #4) originate from consultative input.

The structure of the proposed requirements is two-fold. First, there are five student learning outcomes. The first four outcomes cover some of the core elements of Ethnic Studies as a
discipline while the fifth ensures that the student “act to engage” appropriate content in a participatory fashion. Second, the implementation guidelines produce a minimal structure on how these outcomes are to be achieved. The primary (and initial) exposure to Ethnic Studies is at the lower-division. This exposure is defined as an overlay to be included as part of lower-division GE (with an allowance for non-GE coursework to be able to be used by a campus to meet the Ethnic Studies requirement). This achieves two compatible goals – the first is to ensure that all students (both CSU freshmen and CCC transfer students [including those with 1440 compliant transfer degrees]) achieve Ethnic Studies competencies. The second is to ensure that unit requirements within GE are not increased. The implementation structure also requires a secondary exposure to Ethnic Studies at the upper-division. The upper-division exposure (reflection on Ethnic Studies) ensures a spread of Ethnic Studies exposure beyond a “one and done” style requirement.
ETHNIC STUDIES IN THE CSU (ATTACHMENT A)

Ethnic studies is the interdisciplinary and comparative study of race and ethnicity. The cultures, lived conditions, and histories of Native Americans, African Americans, Asian Americans, Latina/o Americans, and other racialized groups ground and center its scholarship, teaching, and learning. Ethnic studies involves social engagement (service and struggle), social change, and social justice—generating cooperative and collaborative initiatives between campus and community.

Ethnic studies is the intellectual and institutional space for the historically unstudied, understudied, marginalized, and misrepresented peoples of color. Ethnic studies supports both the study of marginalized populations and the affective acknowledgment of identity. The value of ethnic studies is that it gives voice to marginalized groups and produces systems of knowledge that equitably support a democratic and multicultural society.

Ethnic studies creates a more welcoming environment for all students by providing courses and/or experiences that play an important role in building an inclusive democracy. Research confirms that students of color and white students both benefit, academically and socially, from exposure to ethnic studies.
ETHNIC STUDIES REQUIREMENT: STUDENT LEARNING OUTCOMES

Upon completing their ethnic studies requirement, students will be able to:

1. analyze and articulate core concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, Eurocentrism, and white supremacy;

2. apply theory to describe critical events in the histories, cultures, and intellectual traditions of communities of color with a particular emphasis on agency and self-affirmation;

3. describe the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, ability, and/or age;

4. describe how resistance, social justice, and liberation as experienced by communities of color are relevant to current issues (communal, national, and international); and

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ETHNIC STUDIES REQUIREMENT: IMPLEMENTATION

1. The primary ethnic studies requirement will be implemented as an overlay as part of lower division GE (ethnic studies outcomes 1-5 as a requirement of lower division GE)
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3. Either (1) or (2) above may be met by not-otherwise-GE courses with campus approval (provided such courses meet the ethnic studies outcomes; i.e., the ethnic studies requirement could be met or partially met with existing campus requirements and/or courses that were developed to meet local requirements)

4. Campuses may determine additional requirements (outcomes or implementation) beyond the minimal list provided.